

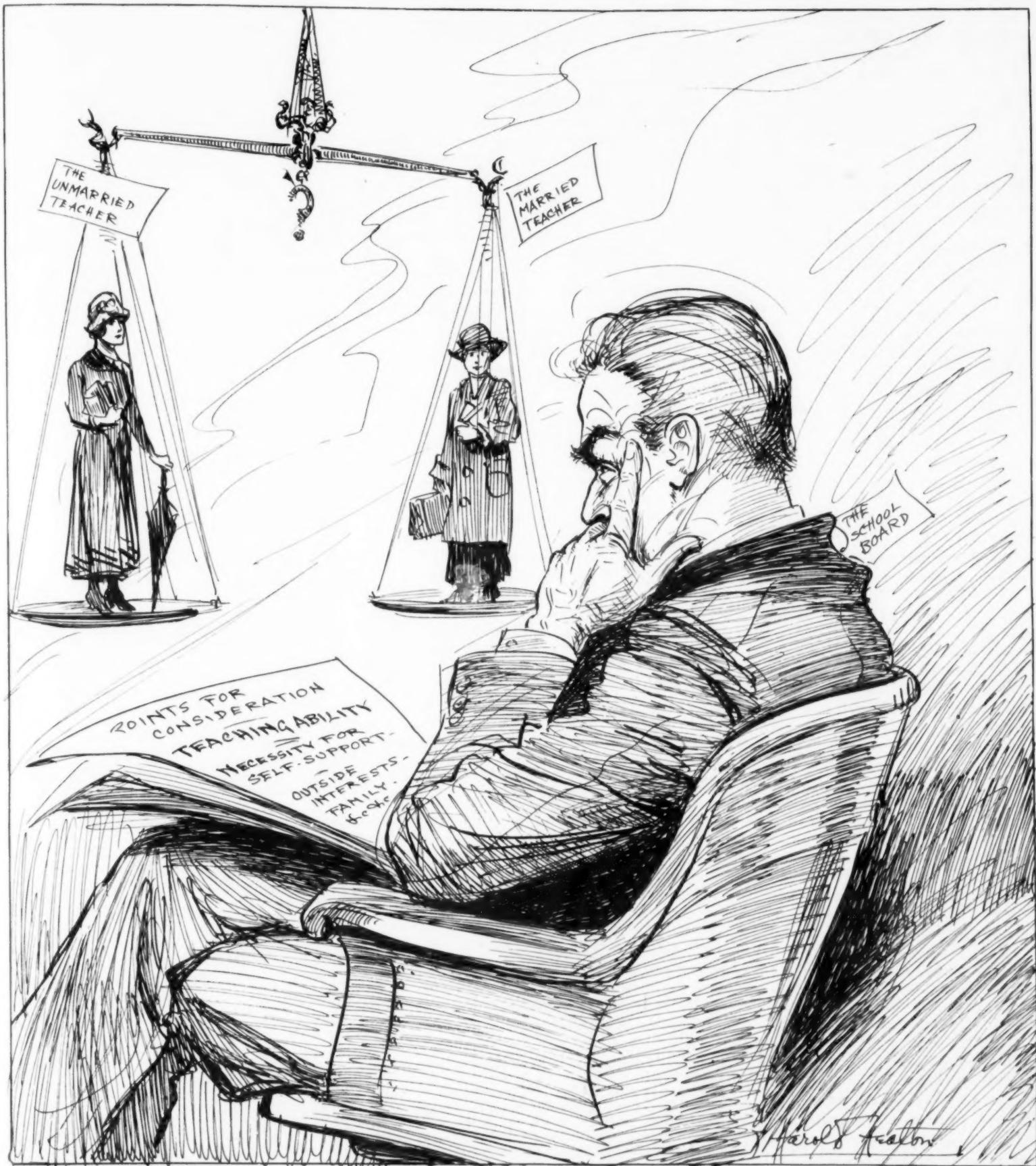
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The Married Teacher Problem.

Small Town Essays

F. J. W.

ON INDUCEMENTS

Last spring I graduated a certain boy from high school at the bottom of his class. After the graduation exercises I went over and congratulated his mother. She had worked hard to get him through.

This boy never liked me. He rarely studied, and once or twice he was out of school for insubordination. It was hard to get him interested in anything except athletics in which he was quite adept. I suspect that he wanted to leave school every year when the athletic season was over. He will not go to college. His mother will not try to push him any further.

This boy had every advantage. He was a likeable chap, for all his faults, and I thought a great deal more of him than he did of me. He was a clean sort of fellow and incidentally quite a leader among the other boys of the school. He was not lazy.

If he had not had someone pushing him upward, he would have had to stand on his own feet and to realize the opportunities before him. He might have graduated at the head of his class and now be working his way through the university. But a school man cannot give sight to the blind. The night he graduated I shook his hand and gave him my blessing. I reserved the congratulations for his mother. The pity of it!

ON BIAS

A correspondent writes in objection to a letter which was addressed to Senator Walsh of Montana and later published in the SCHOOL BOARD JOURNAL. He accuses me of bias.

I admit the charge freely. I suspect the editor of bias. Judging by Mr. Walsh's reply the same may be laid against him if one is so minded. Likewise the gentlemen who argued the Towner-Sterling bill in Boston and Chicago were biased.

As a matter of fact it is impossible for any fair-minded person to consider any measure thoughtfully without arriving at a bias. The evidence is never equally divided, in the judgment of the student. In ninety-nine cases out of a hundred, if a man tells you that he can give you an unbiased opinion, he is basing his opinion upon indifference or a lack of information or both. Several individuals have argued pro-and-con on the issue cited above. All have been biased and most of them honest. There is a distinction.

I remember one time of hearing a man speak before a Chamber of Commerce on the question of a new school site in the western end of his town. He recited all the values of education to the public in general and to the residents of the west side in particular. It turned out later that he had around twenty city lots which he wished to sell. This was not known at the time so his talk carried conviction. It was a masterful speech especially so when you bear in mind that he did not care a continental whether there were good schools in his town or not. Usually when a man argues one thing because he wants something else, his talk carries an unmistakable ring of insincerity. This is because he is dishonest, and his opinions are counterfeit.

I am not at all offended when someone writes to explain how I am biased. To be accused of counterfeit opinions is another matter entirely. I hope my correspondent did not mean that.

ON DANGEROUS KNOWLEDGE

One writer charges the law schools with teaching some of our young rascals how to evade the law. An eminent American politician contends that the study of certain phases of science has brought about a let down in the



moral code. Various poets and writers have condemned the hustle and hurry of modern life for having added not one jot to human happiness.

Now comes the news on the front page of the papers that someone has finally succeeded in photographing the atomic particle. The fear is expressed elsewhere, that some investigative scientist may compel the atom to give up its latent energy. If that should be accomplished, the writer adds fearfully, "if the atomic disintegration is once started, we have no guaranty that the process can ever be stopped before the cataclysmic emanation of heat would destroy the earth."

The subtle thought intrudes itself: Is there a safety limit to the burden of knowledge which the human race can bear?

ON REPRESENTATION

One of the high school weeklies of Montana announces that student government in that school has been abandoned. The reasons set forth are interesting:

"In a statement made this morning in announcing his plans, superintendent L—— confesses that the attempt to organize the students into a self governing body has been a failure. Student meetings have been poorly attended. Too many of those enrolled have shown a greater liking for hall room fussing or a downtown excursion when matters are up for consideration. The result has been that a few active members have had to do all the work and determine every issue. Disciplinary regulations can be issued more easily by the faculty."

I do not think Mr. L—— should be discouraged with this showing. The students of this high school are only following the example of their elders. You will find the voter failing to register for election. Even the superintendent of schools may fail to attend the meetings and conventions where his interests are at stake.

The result is that a few active members have to take charge of the work and determine every issue. I know of one school man in Montana who has been accused of dominating all the affairs of the state association. The accusation is to a certain extent true, yet this man should not be censured. He attends every meeting where educational policy is discussed. He votes every time an issue is decided. I was with him last Christmas in Billings at a state athletic meeting, at which there were only twelve in attendance out of a total membership

A GREAT HINDRANCE

There is one great hindrance to the progress of education in America and in my view only one, and that is the scarcity of educators of the right sort. If we could obtain supplies of scholarly, intellectual teachers with some knowledge of human nature, we should be able to dispense with much machinery, because those people, by their individual contacts with the students, would do nearly all the things that we now have to contrive devices for having done as well as we can.—William A. Neilson, President, Smith College.

of 240 or more. On that ratio he voted twenty times, once for himself and nineteen times for the gentlemen of the school profession who failed to respond to their names.

Activity will always multiply a man's influence by twenty. There never will be a perfect democracy. **ON QUIBBLING**

Professor Applegate tells a story of a high school boy who believed in individualism. He would not pronounce the word irrevocable the way the dictionary gave it, because, as he told his teachers, it sounded better another way. He once started an overall movement among the other lads of the school and they almost tore the clothes off some of the renegades who failed to join the movement. He did not believe in reviews and whenever the teacher in one of his classes started a review he would get up and leave the classroom and there was no form of threat or cajolery which could induce him to stay. Just what is to be done with a student like that?

The world is full of persons who rebel at the established order of things. There is no use in martyring an individual of that kind for martyrdom above all is what they are looking for. The trouble with these unalterable rebels is that they so seldom have a nice sense of value. One has to admire the devotee who will face the lions rather than renounce his religious faith but the youngster who hunts for an issue in a matter of garments or the pronunciation of a word is certainly straining at a gnat. Fortune is a gift of the gods when coupled with a bit of discretion, but misguided firmness strongly savors of mulishness.

Professor Applegate's student thought that he was standing out for better things. He wasn't. He was only a pest.

SALARIES OF IOWA SCHOOL SECRETARIES

R. W. Tallman, Iowa City

Recent educational literature has contained many articles presenting various facts and phases of the salary situation as applied to teachers but little attention has been given to the salaries of the officers of the school. The following table, based on the figures for 1921-22, throws some light on the situation in regard to the secretaries to the school boards in the different kinds of Iowa school districts. The records from which the data were gathered for this study were made available through the courtesy of The Iowa Division of the Educational Finance Inquiry at the State University of Iowa.

N, the number of cases; Q3, the third quartile; Q1, the first quartile; Q, semi-interquartile range; Md, median; Mn, mean, or average; Range, minimum and maximum salaries.

| First Class Cities | | Second Class Cities | |
|--------------------|--------------------|---------------------|-------------------|
| N | 15 | N | 91 |
| Q3 | \$ 3,375.00 | Q3 | \$ 325.00 |
| Q1 | 1,500.00 | Q1 | 125.00 |
| Q | 937.50 | Q | 100.00 |
| Md | 2,400.00 | Md | 250.00 |
| Mn | 2,478.61 | Mn | 329.15 |
| Total | \$37,179.14 | Total | \$29,952.99 |
| Range | \$600.00-\$5000.00 | Range | \$38.64-\$2400.00 |

| Consolidated | | Towns | |
|--------------|------------------|-------------|-----------------|
| N | 251 | N | 418 |
| Q3 | \$ 125.00 | Q3 | \$ 75.00 |
| Q1 | 60.00 | Q1 | 26.00 |
| Q | 32.50 | Q | 24.50 |
| Md | 85.00 | Md | 50.00 |
| Mn | 127.03 | Mn | 61.13 |
| Total | \$31,885.45 | Total | \$25,550.44 |
| Range | \$10.00-\$100.00 | Range | \$7.50-\$370.90 |

Rural Township' Rural Independent'

| | | | |
|-------------|-------------|-------------|-------------|
| N | 931 | N | 2597 |
| Mn | \$ 66.07 | Mn | \$ 10.01 |
| Total | \$61,513.32 | Total | \$25,990.23 |

On the basis of the grand total number of cases, 4303, Q1 and Md fall within the Rural Independent group and Q3 falls within the Rural Township group.

¹The salaries for the rural schools were reported on the county basis, making further treatment impossible. It is reasonable to assume that the median Rural Independent salary is ten dollars.

High School Teachers' Meetings

A Study of the Teachers' Preferences

Leonard V. Koos, Professor of Secondary Education, University of Minnesota.

The teachers' meeting has long been regarded as having large possibilities as a means of instructional supervision. Ruediger stressed it as an important agency for the improvement of teachers in service in his compilation of practices along this line which appeared as a U. S. Bureau of Education Bulletin now more than a decade ago.¹ He also cited instances of advocacy of teachers' meetings from educational leaders of the preceding century. His description of practices concerned itself primarily, however, with the teachers' meeting in general, and the practices described were much more largely from the elementary than from the secondary school field. There has been relatively little special attention in educational literature to the high school teachers' meeting as a special problem. We have Smith's valuable article reporting the results of his study of and experience with the problem in a high school of which he was principal at the time.² More recently Hudelson's brief tabular description of certain practices in this regard in the high schools of West Virginia³ and Saul's recital of his experiences' made their appearance.

It is the purpose of the study here reported to add to the scant literature on the subject in order to afford more guidance than has so far been available to principals or groups of teachers who are casting about for the best means of developing a series of professionally profitable teachers' meetings. Such contribution as is made pertains primarily to teachers' preferences and attitudes toward these meetings. It goes without saying that a knowledge of these preferences and attitudes is of prime importance in an undertaking that, to be successful, requires the cooperation of those participating.

Approximately four hundred high school teachers were consulted in the study, teachers employed in 25 high schools with staffs ranging in size from two members (exclusive of the principal) to approximately a hundred. Twelve of the high schools in which a total of 61 teachers cooperated in this study had staffs of from two to ten members; nine high schools, with 127 teachers cooperating, had staffs of from eleven to thirty members; the remaining four, in which a total of 220 teachers cooperated, had staffs ranging from 31 to 97 members. All but one of the high schools were in communities of the Mid-West, a total of nine different states being represented.

The method of inquiry for the preferences was by questionnaire. Teachers were directed to supply the answers called for on forms distributed by the principal as the intermediary. To encourage frankness in response, those cooperating were permitted to sign or not as they chose, and were requested to seal the filled forms in envelopes provided for the purpose before returning them to the principal who retransmitted them to the writer. For almost all schools cooperating a full or practically full count of teachers responded, assuring representativeness of preferences indicated.

Tabulations of the responses were made in

¹Ruediger, W. C.: Agencies for the Improvement of Teachers in Service. U. S. Bureau of Education, Bulletin, 1911, No. 3, pp. 65-82.

²Smith, Lewis W.: The High School Faculty Meeting. School Review, 27:426-40, June, 1919.

³Hudelson, Earl: The Profession of Principal. School Review, 30:15-23, Jan., 1922.

⁴Saul, Ernest L.: Professional Teachers' Meetings for the High School. School Review, 30:371-77, May, 1922.



various groups; e. g., by size of staffs of high schools as already indicated, by extent of experience of the teachers, and by subjects taught. For the most part such groupings discovered only minor differences in types of responses. Exceptions will be indicated at appropriate points in the following presentation.

The Arrangements for Teachers' Meetings

The preferences of high school teachers will be reported under two main heads, (1) those bearing on *arrangements for or conditions under which the meetings should go forward*; e. g., their frequency, days, hours, and durations of meetings; requirement of attendance, social features, etc.; and (2) those pertaining to the *concern of the meetings as determined by topics considered*.

Frequency. Of 395 answers to the questions as to how often high school teachers' meetings should be held, "assuming sessions professionally constructive," 205, or more than half, indicate a preference for monthly gatherings. The next most frequent response, by 104 teachers, is on behalf of bi-weekly meetings. As many as 26 suggest weekly meetings. From two to fourteen individuals suggest that meetings be held "whenever necessary," tri-weekly, every six weeks, semi-annually, etc. One teacher only suggests dispensing with meetings entirely. The inference is that high school teachers believe in teachers' meetings and that, if professionally constructive, are ready to attend them once or twice monthly.

The days of the week. There is wide variation in the 391 responses made to the question as to the day of the week preferred for such meetings. Every day of the week excepting Sunday is suggested, five even suggesting Saturday. There are also combinations of days, such as Monday or Tuesday, Tuesday or Wednesday, etc., some of them, like Monday or Thursday, being inexplicable without a knowledge of the local situation. The six most com-

PARTICIPATING IN PUBLIC BUSINESS

The real and final greatness of the American Republic must depend upon the American people being educated and trained in religion, morality and knowledge through the ministration of the church, the home and the school. There can not be any encouraging prospect for a nation's future whose development depends upon the decisions of universal suffrage unless its electorate can be trained to be wise, prudent, conscientious and reliable in deciding the cast interests of modern times for the welfare of humanity. The United States is governed by a representative system that can not function properly unless the greatest interests in the world are regarded as that of participating in the public business of all the people by all the people. The chief menace to liberty, to prosperity, to honesty and to progress is always to be found in a political ignorance, political indifference, political chicanery, and political negativism of the citizenry. — Homer H. Seerley, President, Iowa State Teachers' College.

mon days or combinations of days suggested are, in the order of frequency: Monday, 91 indications of preference; Tuesday, 78; Monday or Tuesday, 44; "any day except Friday," 25; Wednesday, 15; Friday, 15. As many as ten teachers respond that the question of the day is "immaterial."

Another method of studying preferences on this point was to total the number of times each day of the week is indicated either singly or in combination. In this computation were included such responses as the "first of the week," which was taken to signify Monday or Tuesday; "any day except Friday," which was taken to mean Monday, Tuesday, Wednesday, or Thursday. This method resulted in the following summary: Monday, 194; Tuesday, 198; Wednesday, 86; Thursday, 83; Friday, 35; and Saturday, six. It is clear that the first two days of the week are much preferred, and that, from Tuesday on, the days fall into increasing disfavor for the purpose in question.

The time of day. The great bulk of responses to the question as to the time of day preferred point to the hours after school in the afternoon, the beginning point ranging from 3 p. m. to 4:30 p. m. A considerable number, among them a few who indicated Saturday as the day for meeting, prefer morning hours, some of them before and others during the school session. A small proportion suggest an evening hour, such as 7:30 p. m., while to a few more the time of meeting is "immaterial."

Duration.—Here again we find great variety in the responses—from as little as twenty minutes to as much as four hours. A full half—199 in fact—prefer meetings an hour in length. Additional preferences indicated with some frequency are: Forty-five minutes (49 instances), sixty to ninety minutes (27), ninety minutes (25), thirty minutes (23), 45 to sixty minutes (eighteen). It appears that the most popular duration is an hour, and that a principal or committee of teachers would not be likely to run counter to the trend of opinion by scheduling meetings extending in duration from 45 to ninety minutes.

Other details of arrangements. "Yes" and "no" opinions were elicited on a number of additional details of arrangements. The results of the balloting are presented in Table I. Teachers very predominantly prefer that there be a definite prearranged and preannounced topic for each meeting (Question 1), but they are not as favorable to assigned readings for report (Question 2). To some extent they seem to prefer that the principal conduct the meetings to having the teachers take turns in directing them (Questions 3 and 4). They are almost unanimous in believing that attendance upon meetings be required (Question 5), that these meetings have a definite opening and closing time (Question 6), and that meetings of high school and grade teachers usually be held separately (Question 8). More than three-fourths of the entire group would not provide time in these meetings for social intercourse, lunch, etc. (Question 7), although an interesting fact not shown in the table is that larger proportions of teachers in the smaller high schools would introduce such features. The percentages for the teachers in three groups of high schools having 31 or more teachers, eleven to thirty teachers, and ten teachers or less are,

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TABLE I. Teachers' Opinions Concerning Other Details of Arrangements for Meetings

| Questions | Number answering | |
|---|------------------|-----|
| | Yes | No |
| 1. Should there be a definite pre-arranged and pre-announced topic for each meeting? | 321 | 72 |
| 2. Should readings be assigned and reported on? | 190 | 168 |
| 3. Should the head of the school always preside? | 263 | 129 |
| 4. Should teachers take turns in conducting the meetings? | 106 | 280 |
| 5. Should attendance be required? | 368 | 29 |
| 6. Should meetings have a definite opening and closing time? | 371 | 23 |
| 7. Is it desirable to provide time at the meetings for social intercourse, lunch, etc.? | 87 | 301 |
| 8. Should meetings of high school and grade teachers usually be held separately? | 384 | 16 |

respectively, 17, 27, 32, reflecting some desire to compensate for a more restricted social life in the smaller community.

The overwhelming preference of high school teachers for meetings usually separate from those for grade teachers has already been reported. The desire to have meetings designed to serve their special needs is shown also in the responses to a request to indicate the proportion of all high school teachers' meetings which should be *departmental*. While the proportions reported range from none to all, the numbers of opinions at both extremes are few. Well over two-thirds of all teachers put their preferences at or between the limits of a fourth to a half of the meetings. Even in the high schools with the largest staffs less than a fifth of the teachers would make more than a half of the high school teachers' meetings departmental, thus conceding the value of the general high school teachers' meeting.

The Concern of Teachers' Meetings

Professional versus non-professional meetings. As above stated, the second main line of inquiry in the study pertained to the teachers' preferences as to the content of the meetings as this is determined by the subjects considered. A first question to be asked in this connection is, do teachers prefer to take up matters of a professional or of a non-professional nature? The question actually put to the teachers was, "Would it be desirable to take up a non-pedagogical subject of general interest such as some form of nature study, present-day fiction, or current topics for a series of meetings?" There were 164 affirmative and 227 negative replies, showing a preponderance of preference for matters of professional concern, although fully two-fifths would not be averse to interests not strictly professional.

Preferences as to major lines of subjects for consideration. The desires of high school teachers as to lines of professional interest to be considered in their meetings were ascertained in two ways; first, by directing those cooperating to number in order of preference five main divisions of topics, assigning to the group considered most important the rank one, the next in importance, two, and so on, numbering all five divisions. These main divisions or groups of subjects, with the distributions and averages of the rankings, are to be found in Table II. The distributions show the variation in judgment usual in studies of this sort, but with the averages, they show also trends of differences among the groups. The group most highly regarded, if we may judge by the averages of the ranks, is *discussing the educational policy of the school* (II), and it is closely followed by *considering improvement of classroom teaching* (III), and *keeping abreast of the best educational thought* (V). At some distance behind these follow *considering individual pupils in the school* (IV), and *familiarizing teachers with the routine of the school* (I).

Preferences as to subdivisions. In the blank of inquiry under each of the five main divisions as just cited were listed from four to six

subdivisions which were suggested as possible topics for teachers' meetings. The total number of these subdivisions was 25. Those cooperating were requested to place a check mark opposite what seemed to them the five most important subdivisions. The subdivisions and the number of teachers checking each are shown in Figure 1. This figure has been so constructed as to show not only the total number of ballots received by each topic; but also its excess over or deficiency under the average number received by all the 25 topics. This average is approximately 78, and is the number of ballots each topic would have received if the distribution had been strictly at random.

The four subdivisions receiving notable excesses of a random sample of the ballots, in the order of the degree of preference shown,

the others of the full list of topics. One only will be ventured; i. e., the apparent preference of high school teachers for topics, the consideration of which will foster their professional growth and the improvement of the work going forward in the school in which they are working. This inference has the corroboration of the small proportions of ballots given to the first topics of the list, those concerned with matters of routine to which, unfortunately, teachers' meetings are often exclusively restricted.

There is no assumption that the lists, either of divisions or of subdivisions, are comprehensive. The categories are intended rather to be illustrative and, doubtless, maturer consideration would have improved them even for purposes of illustration. Those who are acquainted

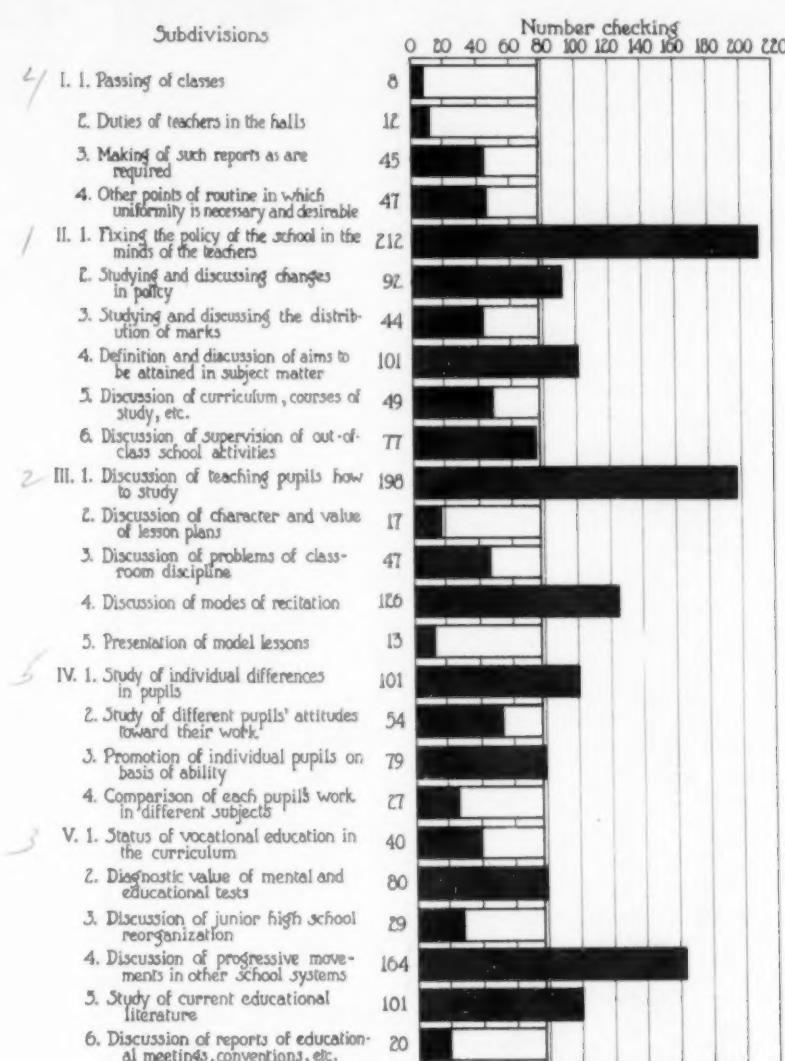


FIG. 1. NUMBER OF TEACHERS CHECKING EACH SUBDIVISION AS A TOPIC DESIRABLE FOR CONSIDERATION AT HIGH SCHOOL TEACHERS' MEETINGS.

are: *Fixing the policy of the school in the minds of teachers so that all will work to a common end* (II, 1), *discussion of teaching pupils how to study* (III, 1), *discussion of progressive movements in other school systems* (V, 4), and *discussion of modes of recitation; e. g., socialized recitation, project method, question and answer, etc.* (III, 4). Three others having appreciable and at the same time equal excesses are: *Definition and discussion of aims to be attained in subject-matter* (II, 4), *study of individual differences in pupils* (IV, 1), and *study of current educational literature* (V, 5). If space permitted it would be interesting to draw inferences from the number of ballots given to each of these and

with Smith's article³ will recognize some measure of dependence on it for topics included. The remainder have been drawn from various sources. These categories are wide enough in scope to test the nature of the teachers' preferences, which, as has already been concluded, are clearly toward matters of professional significance. The ballottings on these categories, like the preferences indicated on the arrangements for meetings, disclose a commendable attitude, and at the same time to an appreciable extent provide the guideposts to be followed in instituting and developing a series of professionally constructive high school teachers' meetings.

³loc. cit.

TABLE II. Numbers of High School Teachers Assigning Ranks 1 to 5 to Certain Groups of Subjects Suggested for Meetings and the Averages of the Ranks Assigned

| Groups of Subjects | Numbers of Teachers Assigning | | | | |
|--|-------------------------------|--------|--------|--------|--------|
| | Rank 1 | Rank 2 | Rank 3 | Rank 4 | Rank 5 |
| I. ⁵ Familiarizing teachers with the routine of the school..... | 73 | 29 | 20 | 56 | 204 |
| II. ¹ Discussing the educational policy of the school..... | 128 | 93 | 84 | 77 | 10 |
| III. ⁴ Considering improvement of classroom teaching..... | 79 | 100 | 113 | 77 | 22 |
| IV. ⁴ Considering individual pupils in the school..... | 27 | 90 | 95 | 95 | 73 |
| V. ³ Keeping abreast of the best educational thought..... | 86 | 78 | 75 | 84 | 69 |

A Salary Schedule for Teachers in a City of Forty Thousand

Thomas W. Gosling, Superintendent of Schools, Madison, Wis.

In dealing with a large personnel in any administrative unit, it is almost necessary to reduce the procedure to impersonal terms. This is especially true in matters of salary for teachers. In very small units, salaries may be adjusted by personal conferences between the individual teacher and the board of education. Bargaining, based upon the law of supply and demand and adjusted to the individual cases, is likely to give satisfaction. When the teaching staff grows large, any attempt to deal with individuals out of relationship to the group becomes not only difficult but highly objectionable. Furthermore, the growth of the sense of solidarity among teachers has brought out into sharp relief their professional status and has led to claims for definiteness of tenure and for assurance of salary increases.

Reasons for a Schedule

There are then, in a large school system, three reasons for the adoption of a salary schedule. The first of these is the definiteness of expectation which teachers may have through a salary schedule and which they do not have when no schedule is in effect. When teachers do not have definiteness of expectation, there is an annual recurrence of unrest and of uneasiness which arises out of their inability to know what is in store for them from year to year. The argument of those who are opposed to a salary schedule does not take into account the lowering of morale which arises from unrest.

A second argument for a salary schedule is that it assures the teacher that she will not be subject to the personal bias of supervisory officers. No one can do her best work when she knows that the personal antipathies which are likely to arise in human relationships may operate unfairly against her.

Finally, when the school superintendent is not obliged to recommend salary increases, he is relieved of the very heavy burden of fallibility which arises out of the necessity of making discrimination among teachers, many of whom are of almost equal excellence. When the salary increase is based upon schedule rather than upon the recommendation of the superintendent, the energy of this official, which otherwise would be devoted to the very troublesome matter of determining individual fitness of teachers to receive increased pay, is released for the consideration of more important matters of school policy.

Governing Principles

In the making of a salary schedule there are four outstanding items to be considered. The first of these is the ability of the community to make a reasonable recompense for teaching service. Since some communities are very much richer than others, it is not reasonable to expect that a salary schedule which is suitable in one place necessarily will be suitable in another. In determining the ability of a community to pay, the per capita wealth affords a good basis of judgment. Another basis for determining the ability to pay is the per capita wealth per child reported in the school census. Still another way is the per capita wealth on the basis of the public school enrollment. All of these methods are valuable for comparative purposes only when the cities or the communities, among which comparisons are made, estimate their wealth in the same way. For example, if one community has a low ratio of assessed valuation to real valuation whereas another community has a high ratio of assessed valuation to real valuation, there is no good

basis of comparison until the items are reduced to a common denominator. When this reduction takes place, it is possible to say that a city in Ohio, for example, has a very high per capita wealth per child enrolled, and is, therefore, able to pay its teachers a liberal wage; whereas, another community in another state has a low per capita wealth per child enrolled and, therefore, is not able to pay as high a wage as is offered in the Ohio city. In other words, cities which have approximately equal per capita wealth, whether that wealth relates to total population, to school census, or to school enrollment, are able to pay approximately equal salaries to their teachers. This comparative method of determining salaries is the best method which has been devised up to this time.

After the determination of the ability of the community to pay according to schedule, the next items to be considered are those which relate to the teacher. A good schedule will be based upon the *preparation* which a teacher has made for her work; upon the amount of *training* she has taken *after entering service*; and finally, upon the *length of service* she has rendered. The salary schedule does not take into account the *degree of success* which a teacher has attained, because it assumes that only successful teachers will be retained in service; and it assumes, also, that there is no accurate measure of degrees of success.

Teacher Rating

Experience has shown that an attempt to link up a rating system with a salary schedule is almost surely doomed to failure. There must always be some kind of teacher rating in order to determine whether teachers are to be retained in service or are to be dismissed. This rating, however, ought to be independent of the schedule. Consequently, all teachers who are retained in the service should be given the regular annual increment. On theoretical grounds this is the weakest point in the schedule system. It seems that the pay which teachers receive should be dependent upon their degree of success. Those who hold this view have the advantage in the abstract argument. The only answer which can be made to their contention is that no fair, accurate, and satisfying method has been determined for measuring a teacher's success. Until some accurate means of measuring has been devised, it is futile to attempt to unite a teacher-rating plan with a salary schedule.

Teacher-Participation in Schedule Making

If the assumption is correct that a salary schedule is not a largess handed out by a benevolent despotism; but that it is, on the contrary, an effort to do justice to teachers by giving adequate salary recompense for service, it follows that the teachers themselves should be heard before a final decision concerning the schedule is made. Most teachers are as reason-

able, as fair, and as unselfish as other members of the community. If they are taken into the confidence of the administration and if they are convinced that every effort is being made to do justice by them, they are very willing to be moderate in their requests and to join wholeheartedly in the support of the policies of the board of education and of the school administration. Just as lawyers, and doctors, and merchants, and manufacturers, within their several groups, have agreements by which financial returns for certain kinds of service are established, so teachers may be expected, in these days when the profession of teaching has become a real profession, to ask from the public, for their labors, certain compensation, the measure of which they assist in determining. To be sure, this compensation will vary in different localities, just as the fees of physicians are different in one locality from what they are in another. If it is right to have gentlemen's agreements in other fields of activity, it is equally legitimate for teachers to have similar agreements. The making of such agreements involves, to be sure, a kind of collective bargaining. To some, this method of determining salaries may appear highly objectionable. It should be said, however, that collective bargaining in one field ought to be no more subject to criticism than it is in another.

The Madison Plan

In accordance with the foregoing principles a salary schedule for teachers in Madison, Wisconsin, has recently been adopted by the board of education. The procedure was very simple. First of all the superintendent asked authority from the board of education to work out a schedule in connection with representatives of the teachers. Much study of schedule-making in various localities was undertaken. After full conference and discussion a plan was agreed upon for presentation to the board. This plan took into account the ability of Madison to pay a reasonable wage. It was found, for example, that the per capita wealth of Madison is high. For that reason it seemed just to ask that the schedule of the teachers of Madison should compare favorably with the schedule of other cities of the state.

It was agreed that there should be a rating of teachers and that this rating should be independent of the salary schedule. The rating plan involves five grades, in which "F" stands for *failure*, "D," for *below average*; "C," for *average*; "B," for *above average*; and "A," for *excellent*. A grade of "C" represents the work of a teacher who has no marked defects and no marked points of excellence. A "C" teacher is one who would not be considered for either dismissal or promotion. A "D" teacher would have some specific defects which could be specified readily. These defects may be due to inexperience or to lack of sufficient training. Such a teacher may be regarded as one who can be helped to better work. "F" on the scale represents such serious defects as do not warrant continuance of the teacher in the Madison schools. "B" on the scale represents the work of a teacher who has commendable qualities easily noted and specified, and who is well worth retaining. "A" on the scale represents the work of that small group of teachers who would rank with the best teachers in the profession. "A" should be given to those teachers whose unusual qualities make them most valuable to the Madison schools.

A scale like the foregoing has its maximum value in leading teachers to self-analysis and to



self-improvement. Such a scale does not irritate the teacher through an integral connection with salary advances.

Rules Governing the Salary Schedule

1. The basis of this schedule is pre-service training, experience, and training in service.

2. For equivalent service, training, and experience, teachers will receive equal pay.

3. Teachers are to be rated from A to F as under the present plan of rating. All teachers retained in the system will receive the annual increase provided by the schedule.

4. For the purpose of recognizing and encouraging training in service teachers will be divided into three classes: Class C, Class B, Class A. A Class C teacher who has reached a salary of \$1600 in group I; of \$1700 in group II; of \$1800 in group III; and of \$1900 in group IV; will be advanced into Class B upon presenting to the Superintendent of Schools before the annual election of teachers, evidence of the completion of twelve college or university credits or of six credits in addition to a summer of travel. The accepted unit of credit shall be equivalent to the unit as defined by the University of Wisconsin.

5. Class B teachers who have reached a salary of \$2000 in group I; of \$2100 in group II; of \$2200 in group III; and of \$2300 in group IV, will be advanced into Class A upon presenting to the Superintendent of Schools before the annual election of teachers, evidence of the completion of twelve college or university credits or of six credits in addition to a summer of travel; or of the completion of an equivalent amount of scholarly research approved by the Superintendent of Schools. The requirements for advancement from Class B to Class A are in addition to the requirements for advancement from Class C to Class B.

6. Special teachers are to have their initial salary determined individually by the superintendent of Schools and the Board of Education.

7. All credits for professional work and all

| The Madison Schedule | | | | | |
|----------------------|---|--|--|---|--|
| Years of Experience | Group I Two-year Normal School Graduates | Group II Three-year Normal School Graduates | Group III Four-year College Graduates | Group IV Graduates with M. A. or M. S. Degree | |
| C | C-1 1200 | 1300 | 1400 | 1500 | |
| | 1-2 1300 | 1400 | 1500 | 1600 | |
| | 2-3 1400 | 1500 | 1600 | 1700 | |
| | 3-4 1500 | 1600 | 1700 | 1800 | |
| | 4-5 1600 | 1700 | 1800 | 1900 | |
| B | 5-6 1700 | 1800 | 1900 | 2000 | |
| | 6-7 1800 | 1900 | 2000 | 2100 | |
| | 7-8 1900 | 2000 | 2100 | 2200 | |
| | 8-9 2000 | 2100 | 2200 | 2300 | |
| A | 9-10 2100 | 2200 | 2300 | 2400 | |
| | 10-11 2200 | 2300 | 2400 | 2500 | |

Further advance in salary by vote of the Board of Education upon recommendation of the Superintendent of Schools.

credits for summer travel are to be approved by the Superintendent of Schools becoming the basis for salary increases.

8. For the purpose of determining the salary rate of teachers who have already come or who may come hereafter into the Madison schools with teaching experience outside of Madison, the Superintendent of Schools is authorized to evaluate this outside experience and to give such credit for it as may seem equitable.

9. Teachers who wish to secure salary increases based upon college or university credits will be required to present official record of these credits from the institution or institutions where they were secured; and the Superintendent of Schools is authorized to evaluate these credits for the purpose of determining the ratings of the teachers on the salary schedule.

10. University or college credits received in the summer of 1925 will be counted in determining the salary of teachers for the school year 1925-1926.

11. No further salary increases will be granted to teachers until they comply with the requirements for professional training as set forth in this schedule.

12. This schedule is to be considered as a minimum and is not to be construed as preventing the Superintendent of schools from recommending and the Board of Education from granting additional compensation to either men or women over and above the amounts provided in the schedule.

Conclusion

In Wisconsin cities the board of education is dependent for its funds upon the will of the city council. Consequently, whenever a city council refuses to grant the budget requests of the board of education, the board is under the necessity of curtailing its expenditures. For this reason no Wisconsin salary schedule, except in the city of Milwaukee, can be more than a pledge on the part of the board of education to grant definite salary increases, provided funds are made available by the city council.

If the necessary funds are made available and the salary schedule is put into effect, wholesome conditions will follow through the increased enthusiasm of the teachers, through a smaller turn-over, and through higher professional standards. A salary schedule does not solve all the problems of a school system; it is merely one evidence of a desire to do justice. Where justice prevails, the minds of men are at ease.

Complexity and Multiplicity of Rules

William Estabrook Chancellor, Columbus, Ohio.

An Eastern school board adopts, whenever it takes a new city superintendent, a resolution in these words: "So-and-so is the superintendent of schools of this city and his orders are to be obeyed accordingly." The influence of this rule has been magical in various ways, through a period of more than thirty years. One way has been to reduce to a very small compass the rules and regulations for school government, since it has thrown all such matters within the control of the school head.

One of the greatest of the ills from which we suffer in American life is the exceeding number of laws, of ordinances, of rules and regulations. From the condition, it might be supposed that the life of human society and the lives of human beings within this society depend upon artificial laws. It is true, indeed, that this is the civilization of the written record; but the mass of writings became long since almost intolerable.

In some states and cities, in respect to the government of the schools, the situations are so serious and so severe that boards and superintendents are dependent, at almost every turn, upon the advice of legal counsel, and not even good lawyers, though long experienced in school matters, know what advice to give in many matters. State boards of education, county boards, and city boards should lend all their influence toward the reduction of school laws in number and in complexity. No doubt, some laws are essential; but in most jurisdictions, the line of necessity was long since passed.

Local school boards can begin with their own immediate affairs and reduce their own legislation to a reasonable minimum. One line of such reduction has already been indicated, which is to turn over school discipline to the

practical common sense of the school head and through him to all the others engaged in educational work.

Make Only Necessary Rules

The principle is simple enough in actual school life; no benefits come from rules regarding situations that seldom develop. The ancient principle of the common law is to apply reason to all affairs, avoiding as much as possible the writing of laws. The youth at school cannot learn any great number of rules; their minds are far too limited for that. But all of them have a sense of justice and, at least, the beginnings of common sense.

An illustration of a rule, that should not exist, may be found in the code of a large Eastern city. This rule requires the city school superintendent, when he observes threatening weather early in the morning, to canvass the board of education, member by member, by personal visit or by telephone before ordering either no session at all or a one-session day in the elementary schools. Weather conditions in some cities are such as to make one-session days occasionally desirable, and the city in mind has several times experienced terrific blizzards, making no session highly expedient. But any man competent to be a city school superintendent is certainly competent to decide whether or not to change at eight o'clock in the morning the usual program for the day.

Local school boards cannot at once persuade state legislatures to reduce and to simplify the laws for the schools; but, in nearly all states, they can and do control their own organization and rules. Among the many reasons why boards should have as few committees as possible is the reason that it enables them to reduce their own rules and by-laws. The notion, which

is widespread in the land, that there should be at least enough committees to provide every board member with one committee assignment, proceeds from the false analogy that a school board is the legislature for the schools; therefore, since state legislatures have a committee assignment for each member, city boards of education should do likewise. But school boards are not legislatures; their functions are rather executive than legislative since their main business is to operate public schools according to state laws.

If in a city there should be called, privately, a conference of ten men who had served on the local school board longest but were not at present members, and these ten men should be asked to go through the existing rules and regulations, it is almost certain that, whatever the city, these ten experienced men would advise the board in office to cut down the rules.

The Other Extreme

On the other hand, there is one situation worse than that of having too many and too complex rules, and this is having none at all. Not many years ago, a legislature abolished the rules of the schools of a large city under its jurisdiction and created a board of education of a new character. Such was the composition of this board that it refused for thirteen months to adopt any rules at all. In this period, almost one-half of the board members resigned, there were held, in fact, 214 board and committee meetings at the arbitrary call of two successive presidents and of various committee chairmen (committees themselves not yet authorized by any rules) and the authority of the board and superintendent over school affairs was almost completely wrecked.

Within the same state, scarcely any more rules are required to manage a school system

with two or three thousand teachers than one with only fifty or a hundred. The greater the authority conveyed by state constitution and laws to the board of education, in a general way, the less the number of rules and regulations required for the organization and operation of the schools. This may, perhaps, seem contrary to the facts; but actual experience as well as sound reasoning show that it is true. The board with power over bonds and taxes, over the courses of study, over the real and other property of the schools, and over the teachers and pupils, the board that is relatively free from the domination of city councils and boards of public works, free from state regents and other authorities, free from restrictions on this and that regarding moneys and debts and rules, can, from time to time, adjust itself reasonably to changing situations without legal advice or many rules and regulations.

The principle herein suggested concerns such a matter as the salary schedules of teachers and janitors. Many cities are much embarrassed by far too great a variety of schedules in this field. Hair-drawn distinctions make

trouble in many directions. There is a tendency to subtle refinements in salary scales that make much trouble for both board members and the higher school officers, who may, unfortunately for themselves, have advised just these refinements. It is true enough that veteran teachers should have higher pay than inexperienced ones; and true, also, that the commercial market forces boards to pay higher salaries to teachers in some lines than in others. But the elaborate efforts to do exact justice in each and every case by schedules usually defeat themselves. The simpler the financial system within reason, the better.

Hiring Teachers

All the wiser boards and school superintendents of the land are adopting now the rule or the custom of considering every person good enough to be employed successively three years as good enough to be retained thereafter without special annual report and appointment. The simpler the rule, the plainer the custom in such cases, the easier the life of all concerned. One city this year required, for the handling of the reports upon somewhat over one thou-

sand teachers—each one of whom had under the rules to be recommended for reappointment by certain superior officers—more than one straight month of virtually all the time of half a dozen school heads and three board of education sessions lasting four hours each; and not one teacher in the entire city was finally dropped, which was evidence enough that the whole month had been misspent, with incidental torment not only to many teachers; but also to the readers of the city press.

Of course, teachers, either immoral or incompetent, should not be retained, however long they may have served. But rules ten pages in length are wholly unnecessary for the government of such a matter.

The Ten Commandments contain only a few words; yet they, nevertheless, contain enough morality to redeem mankind. The fewer the rules of a school system, the easier to secure efficiency within the specified limitation that a few rules are desirable. Neither board members, nor school teachers, nor children should be forced to become lawyers in order to know how to operate or to experience education.

A Complete Attendance System

**Alice Struthers, Vice-Principal, and Verona M. Trowbridge, Teacher in Charge of Attendance,
McKinley Junior High School, Los Angeles, Calif.**

The attendance work of the school plays a fundamental and vital part in all phases of the activities of the organization. An accurate, exacting, efficient functioning system is essential in the junior high school; for it is said to be the period of wanderlust; the time of love for adventure; the time of high tension and the awakening of social impulses. It is the time of extreme action and assertiveness of self. Suggestibility is at its height. To these particular adolescent traits many problems of attendance are closely related. Compulsory education includes the junior high school period and, if a respect for the enforcement of law is to be inspired, all irregularities in attendance should be most carefully investigated.

The Attendance Teacher

It is necessary for the attendance teacher to be a real social welfare worker, as well as an excellent clerical expert and an enthusiast for well-routinized system. She is confronted with the child of the broken or the poverty-stricken home, who feels as he never has before, a desire to break away, to seek an independent livelihood, or who is inspired to help a deserted mother or to support a sick sister. He wants to quit school to earn money. Many foreign parents decide that their children are big enough to go to work. Some parents feel that their children know enough so "why go to school longer?" The unfortunate children of immoral homes awaken to the situation at this age and either rebel against their situation or begin to show such degenerate tendencies that it is best for them to be cared for in special schools. The home where both parents work is often one where attendance problems arise, due to the fact that the children are put on their own responsibility and in many cases are not ready to assume the burdens without more home supervision and consequently drift into irregular habits. Parents who are more wrapped up in other affairs—clubs, churches, society, or business, than the immediate welfare of their own families are often responsible for the irregular attendance of their children. There are many home conditions that the tactful, socially-minded attendance teacher may discover and so drop the right suggestions at

the right time to bring about better school attendance.

The attendance teacher must be ever on the alert to see the disturbances that may arise from conditions within the school. In such cases it is necessary to find individual needs of the irregular child and so provide for them as to bring about in the child's mind an appreciation of the worth of the school contribution. Frictions are discovered between teacher and pupils that never would be appreciated except through the tactful investigation of absences. A repeated absence on the day of a certain assigned subject often reveals to the attendance teacher a pupil's dislike either for the subject or the teacher, and when adjustments are made regular attendance results. Suppressed resentment on the part of certain pupils due to a feeling that their marks are unfair is often revealed by absence following report card time. The significance of these problems and an appreciation of the relation of absence and retardation; of the number of cases and causes of truancy; the relation of delinquency to truancy; the expense of special schools; the loss of state appropriations due to absence; the real value of habits of punctuality; the relation of recreation and holidays, of health, and of church ceremonies to attendance and regularity and the vital significance of keeping accurate accounts when dealing with human material are only a few of the phases of the problem of attendance work that make it necessary for it to be viewed from a more truly educational, sociological, psychological and business efficiency standpoint and to have a person especially prepared, most vitally interested and peculiarly fitted for this broad, important, socially significant work in junior high school organization.

A Successful System

The details of the routine of an attendance plan that centralizes the work for all final reports and that may be referred to for immediate information and at the same time gives to each teacher a share in the responsibility in the ever constant and regular reporting and checking of pupil's attendance is presented here as being suggestive of the necessary detail and

exacting routine for an accurate system of bookkeeping that deals with living children in its accounts.

On entering school each child makes out his attendance card (Fig. 1). This is his permanent record card for the current year. Those who enter in September use the same card through June. Those who enter in February begin with the sixth month and finish the year. This makes a card system register of every pupil in school. The cards may be grouped to meet the requirements of reports. The most detailed arrangement gives twelve groups, B7 Boys, B7 Girls, A7 Boys, A7 Girls, B8 Boys, B8 Girls, A8 Boys, A8 Girls, B9 Boys, B9 Girls, A9 Boys, A9 Girls.

By the use of the classification card (Fig. 2) the classification report is easily gotten at any time. The number enrolled by actual count of cards in each group is recorded as a balance forward on the classification card. As new pupils enter, their names and classification are recorded. Adding the number of the new names to the balance forward gives an accurate classification at a moment's notice. For the sake of an absolute report of enrollment the names of those leaving school are also recorded so that by subtracting the number of I's and Ltr's the exact daily enrollment is obtained instantly.

Every home room teacher is provided with a dummy register (Fig. 3) sheet for each month. The names of pupils in her home room are written, boys and girls separately. On it, record is kept of tardiness and of absence. Besides using this in a daily check of her pupils, the home room teacher obtains attendance information for her report to homes at report card time. The dummy register sheet is sent to the attendance teacher at the end of the school month in order that she may verify questions arising in making up the register report.

From her dummy register the home room teacher checks the roll and reports on a white slip (Fig. 4) each absence from the home room. These slips are collected by monitors and brought to the attendance office.

SCHOOL BOARD JOURNAL

| No. | Name | Date of Birth | PROGRAM | | | | | | | | | | | | GRADE |
|-----|------|---------------|---------|---|---|---|---|---|---|---|---|----|----|----|-------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
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| CLASS ROOM TEACHERS' REGISTER | | | | | | | | | | | |
|-------------------------------|---|---|-------|---|---|------|---|---|---|---|---|
| TEACHER | | | Grade | | | Room | | | | | |
| Month beginning | | | | | | | | | | | |
| Month ending | | | | | | | | | | | |
| PUPIL | M | T | W | T | F | M | T | W | T | F | S |
| 1 | | | | | | | | | | | |
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SIGNATURE BLANK

Los Angeles, Cal.

To Parents or Guardians of _____
We hereby acknowledge receipt of the information that all records for the absence or
continuation of the school, shall contain one of the following reasons in case for each absence or
continuation:

- 1. Absence of Pupil.
- 2. Absence of family.
- 3. Urgent cause rendering attendance impossible.
- 4. To attend services of Health.

We further agree that all entries shall be signed by one of us.

Parent _____
Mother _____
or
Guardian _____

ABSENT BLANK

Los Angeles, Cal.

Mr. _____
was absent from School

Please state cause of absence, sign and return this card at your earliest convenience.
Teacher _____
School _____

10

PARENT'S NAME

11

FIGURES 1 TO 9. THE SIZES OF THE ORIGINAL FORMS MAY BE ESTIMATED IF IT IS UNDERSTOOD THAT FIGURE 3 IS EIGHT INCHES WIDE.

At the attendance office these slips are arranged on a pegged wall board on which the slips are stuck. The board may have 260 pegs spaced at a distance of three inches. The board is divided alphabetically, a row of pegs for each letter. The white slips, each one representing a pupil, are put on the board in the proper order. The peg on which the pupil starts the day with a white slip remains his peg for the day.

Each period recitation teachers report each absence on a pink slip (Fig. 4). These are collected by monitors and brought to the office where they are added to the white slip already posted there. The absent pupil's pile of slips accumulates as the periods pass until at the end of the day he has two white slips and six, seven or eight pink ones as his program may call for.

At the close of the day the accumulated slips show a day's or half day's absence and the record is transferred to an admission card (Fig. 6) which awaits the pupil's return in the attendance office.

To avoid duplication of cards, before the new cards are written the board is cleared of all slips which are represented in a file box as held over from the previous day or days. The dates of absence of the pupil are stamped on the card for succeeding days.

With the slips of continued absentees removed from the board, new cards are to be written for the piles of slips that remain on the board representing new absentees. Pupils from penmanship classes cooperate in writing. Regularly assigned pupil office assistants are invaluable in this routine work.

This leaves the board clear except for the scattering slips which show irregularities of various kinds, mistakes of teachers and "ditching" of pupils. Pupils are called to the office by an office summons to explain all such irregularities. This check catches all cases of "ditching"

and its careful follow-up eliminates it almost entirely.

Each pupil, on return after absence, brings a note from one of his parents giving date of absence and reason for it. In connection with these notes a signature card file (Fig. 7) is very important.

| TARDY—NOT EXCUSED | |
|-------------------|------|
| Name | Date |
| 11 | |

| TARDY—EXCUSED | |
|---------------|------|
| Name | Date |
| 12 | |

| Student | Grade | Subject | Class Room | Course | Teacher | Date of Birth | Telephone |
|---------|-------|---------|------------|--------|---------|---------------|-----------|
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| NOTICE OF DISCHARGE | |
|---------------------|--------------------------------|
| Reason Discharged | Date of Discharge—Mo. Day Year |
| 16 | |
| 17 | |
| 18 | |
| 19 | |

| PERMIT TO LEAVE ROOM | |
|----------------------|------------|
| Name | Class Room |
| 20 | |
| 21 | |
| 22 | |
| 23 | |

(This permit must be returned to the teacher to the teacher to whom it was issued.)

The pupil's note from his parent is filed in the office. These notes may be filed for a period not longer than five weeks when they should be returned to the parent with a letter from the teacher and principal concerning the pupil's work in school and the importance of regularity in attendance. In special cases a personal call should be made.

A time clock and date stamp are most necessary pieces of equipment for a well-routinized, exacting attendance office in a large school.

The pupil receives his section of the "Admission Card" giving days of absence and reason for it. These cards should be called for individually at roll call in each recitation and signed by each teacher as a guarantee that the teacher has checked the absence.

The stub section of the "Admission Card" (Fig. 6) is retained in the office and from it the record is placed on the attendance card on the register.

There are always pupils who forget to bring excuses from home. For such a "Note Due" slip (Fig. 8) is written and filed when he takes his "Admission Card." The "Note Due" slip then remains in the office until his note is brought and it may stand as a given number of demerits charged to his final record in the school if it is not brought at the end of the term. An admission card of a different color helps to emphasize the neglect of returning to school with no note or with one for an unsatisfactory reason.

For those who persistently forget, a form of reminder (Fig. 9) is used.

A reason for every absence should be known on the second day of the absence at least. This information may be gained by use of the telephone. When there is no telephone, however, an "Absent Blank" (Fig. 10) may be sent to the home. A notation of the cause of absence which is returned in answer then makes the report of the reason for absence readily accessible. This messenger service is accomplished by boys on bicycles from their free play period and is recognized at the end of the term under school service.

| NOON PERMIT | | |
|---|-----------------------------|--|
| N.W. | E.E. | |
| Note: Permit for noon recess. Please | | |
| I have _____ and that there will be no unnecessary delay in going home or in returning to school. | | |
| Parent's Signature _____ | | |
| Address _____ | | |
| Parent's Signature _____ | | |
| Approved _____ | | |
| B.W. | Principal or Vice Principal | |
| E.E. | _____ <td></td> | |

| REGISTRATION CARD | |
|-------------------|------|
| Name | Date |
| 24 | |
| 25 | |
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Pupils get blue tardy slips (Fig. 11) when they come tardy without a note from home. The blue one is destroyed and a white one (Fig. 12) is given in its place as soon as the note is brought. The tardy record is made on the register from the duplicate slips, one slip being taken to the home room teacher to account for pupils' absence from roll call.

No pupil is supposed to leave the grounds without permission. The "Excuse Slip" (Fig. 13) is used to send with the child when ill or making a special request to go home. It is much preferable to have a note from the parents in advance to cover special requests for leave of absence.

When the school shares with the home in the responsibility of the care of the pupil from the time he leaves home until his return, it is very necessary to know where pupils eat lunch. The following plan cares for this. Pupils may bring their lunch, eat in the student body cafeteria or go home for lunch. Pupils are required to be on the school ground at noon unless permission has been granted to go home for lunch. Pupils living near enough to go home regularly secure a noon permit card similar to Fig. 14.

A file of students' "Program Cards" (Fig. 15) in the attendance office for ready reference is indispensable.

A general file of registration cards (Fig. 16), alphabetically arranged is especially valuable for early reference (at the beginning of the term) and for verifying the register.

Transfer System

It is of great importance that it be known exactly what becomes of every child who leaves school. To this end a regular system may be worked out to cover transfers from one school to another.

It is advisable that a child, in order to receive his cards in dismissal from school, presents on his last day at school a note from his parents telling *where* he is going and *when* he is to go. This note is O.K.'d by the vice-principal and then is filed in the attendance office. The child is then ready to clear his record. He is given a clearance card (Fig. 17) on which indicated details are checked. When this is O.K.'d by the various teachers it is returned to the attendance office and a notation of leaving is made on the attendance card in the register and the clearance card filed with the attendance card.

The child by beginning at the first of his last day completes this record without interrupting teachers unnecessarily. If some time has elapsed since the child received his report card a scholarship report is taken at the same time so that he has an up-to-date record of his standing in his studies.

By clearing his record in this way, teachers to whom he might be indebted in any way are given an opportunity to make their claims known before he receives his official transfer (Fig. 17).

Two forms are provided for the official transfer (Fig. 18). These forms are uniform for the whole city system and are very similar to those used in other departments of compulsory education. One form in triplicate on green paper is given if the child is going to a school outside of the city. The other form, also in triplicate but *white*, is given to any child leaving the school for another school within the city. In both cases the procedure is identical. Of the three forms one copy remains in the attendance office. A second copy is forwarded to the Department of Compulsory Education and the third is taken by the child who presents it at the new school which is requested

to return it to the Department of Compulsory Education of the system from which it started.

Experience has shown that it is necessary to keep a check on all pupils during the entire day. Those children who are tempted to seek chances to leave the room during regular recitations in order to avoid work, or to take things not their own, or for other reasons, are not so apt to do so when all pupils desiring to leave the room are put to the trouble of filling in a "Permit to Leave Room" blank and teachers are not so generous in granting such permission if these slips are frequently checked by the principal who can by this means become familiar and investigate all pupils who may be habitually leaving the room. These slips (Fig. 19) may also be the means of detecting "light-fingered" pupils.

Irregularities

To avoid the possibility of pupils taking advantage of calling at the office the forms, Figs. 20 and 21, are designed.

Special permits are necessary when pupils are doing their work in irregular places. For instance, a pupil may be able to type during his study period, to go on an errand for a teacher, to meet on a committee, to attend to special student body affairs, to report for physical examination, or to do any other irregular thing; but, unless all are checked most care-

fully some unreliable pupils are apt to make pretenses and find ways to avoid supervision. A careful check is necessary between study hall, recitation, home room and the library.

The slip (Fig. 22), when filled out by pupils in the library, may be collected by pupil monitors and taken immediately to the room where the pupil is assigned according to his program. By this means a check is kept on all pupils desiring library privileges. There is no chance for slipping out without giving account.

The great advantage of the card system for keeping the register is that it may be kept constantly alive. Pupils are always coming and going and it provides a neat, accurate way for adding and subtracting them. The cards of pupils who leave and those who are absent five days and more are taken from their groups of regular attendants and made a special group within the large group. This is a guarantee that the pupil will not be lost sight of even after his absence is no longer reported. At the end of the current month after the monthly report is made these cards are subtracted from the total enrollment for a group. The cards are given a special place in a file of pupils who have left and the new month is begun without considering them further. Thus, the register is kept constantly alive and yet every record is readily accessible.

A Two-Sided Story

J. B. Lyons.

While attending a recent conference of teachers in central Illinois, I handed out one hundred questionnaires to the various teachers, regardless of their positions, either in the grade or high schools. The questions and their answers were to be confidential and they were promised that nothing they might say therein might be used for or against them in securing future positions.

The questions were in regard to the unity of the teachers and in regard to the unity existing between the instructors and the school board. Out of the one hundred 64 were mailed back properly filled out. Of these, nineteen left the "Unity between Local School Board and Faculty" vacant while the rest filled in this.

On the back of this questionnaire the space was to be used in case any of them wished to go into detail regarding some especial method that was being successfully carried out in their respective school. Fourteen of the 35 went into detail regarding this subject. These are some of their details:

"Our school has arrived at the perfect harmony stage and this is very near the close of the school, too, when, as a rule, the board and the faculty are generally in arms. Our 'unity' meetings have saved the day, it seems. First, I had best explain these.

"The first month of school, one of the wives of the directors suggested that the board entertain us and give us a welcome to their homes and city. They accepted her advice and handed us a huge gilded 'key' to the city. That evening an organization was suggested and met with the approval of all. We couldn't decide upon a name just then but later took the name of the 'Unity Club.' Each member of the faculty and their wives or husbands and the directors and their wives or husbands automatically became members of this unit.

"Officers were changed each month so as to give all an opportunity of carrying out individual ideas. Our membership of one dollar a year was to go toward the entertainment fund. As a rule the social gatherings were held in

the school; but at various times, the unit was invited to homes. Just one-half hour was given over to business at each of these meetings and many vital problems were threshed out at these meetings. Members were forced to send or bring written excuses fully endorsed, when they wished to be excused from attendance or after missing a meeting.

"It may sound strange, but the meetings seemed too far apart for us this winter and often the teachers would arrange some special gathering by way of plays or contests to get the bunch together between regular meetings. The services rendered by each teacher has increased in value, I know, more than fifty per cent since this unit was organized."

Still another instructor wrote:

"Our's is a small school; but still in previous years the school was in a near riot near the end of the school term. This year it was decided to overcome this condition in some manner and a 'round table' was organized at the school building.

"Membership in the round table was free and every resident of our small town was eligible to membership. This included faculty, pupils, parents and the school board.

"The night the round table was organized the membership was divided into units. There were eighteen units and the meetings were to be held en masse every two weeks in the school auditorium. Each unit got a chance at the entertainment end of it. Our last meeting was conducted by 'Unit Seventeen' and the evening's entertainment consisted of a spelling match, an indoor track meet (the prizes were solicited from the merchants), and a 'fee,' which had to be earned by doing some stunt. Teachers, students and parents have developed a fellowship through this medium that will last for all time and a member of the faculty will resign with regret."

One instructor gave this as his reason for unity with the school board: "We have the interests of the city at heart because the city

(Concluded on Page 128)

Legal Limits of the School Yard

Charles Carroll, Esq., Providence, R. I.

The limits of a public school yard may be defined as the points most remote from a public schoolhouse reached by the vehicle used for transportation. The obligation imposed upon a town to provide a sufficient number of schoolhouses conveniently located to accommodate all the children resident in the town may be fulfilled by providing transportation in instances in which residences are remote from the schoolhouse. This, substantially, is the holding of State School Commissioner Walter E. Ranger of Rhode Island in a decision involving the obligation of a school committee to provide transportation.

The commissioner holds that the statute requiring a school committee to provide transportation in instances in which schoolhouses are closed in the process of consolidation is not clearly applicable to situations arising otherwise than by closing; but that the school committee's obligation may be inferred from the provision requiring a convenient location of schoolhouses. The decision includes a careful exposition of the relative obligations of parents and school committee with reference to compulsory attendance.

The following extracts from the decision are indicative of the philosophy underlying it, and, besides, are noteworthy as a judicial consideration of the administrative problems involved in the extension of transportation implied in rigid enforcement of compulsory attendance.

"The object of the several laws relating to school attendance is to insure the regular attendance at school of children of given ages and thereby to secure for every child so far as practicable the benefits of school education. These laws recognize the primary rights and interest of parents in their children; but also imply a public concern and a civic interest in the education of all children. For the purposes of school education, the law charges both parents and school officials with responsibility for the regular school attendance of children. It assumes that public education is for public benefit as well as for individual advantage. It recognizes the civic as well as the parental obligations of parents in public education and assigns to school committees both general and specific duties and extensive discretionary powers in the administration of public schools.

"It is to be observed that the law that requires the school attendance of his child requires the parent to effect that attendance under reasonable conditions. It is also to be observed that the law that requires schools to be maintained at convenient places under the management of the school committee attaches responsibility to the school committee to insure school attendance. When a school is inconveniently remote from the homes of pupils the school committee is empowered to provide transportation of such pupils. Evidently it is the intent of the law that conveyance of pupils be made a means of rendering the location of schools convenient to remote homes. Practically in many cases the school committee has the option of maintaining schools in places convenient to homes or of providing transportation of pupils to more distant schools.

"It follows apparently that in cases of non-attendance without lawful excuse either the parent or school committee is at fault. While the law establishes the primary responsibility of the parent for the attendance of his child at school, it limits that responsibility by establishing a supplementary or joint responsibility of the school committee and avoids placing unreasonable requirements or excessive

hardships on parents. To meet the exacting requirements of compulsory attendance, the law holds the parent to a reasonable performance of civic and parental duties and at the same time requires the maintenance of schools in convenient places and authorizes school committees to provide transportation of pupils when essential to regular school attendance. In determining the sole responsibility of a parent for the attendance of his children in school, it is held that he is not required to furnish conveyance when transportation is necessary to insure school attendance, though he is free to do so and is under obligations to cooperate with the school committee in arrangements for transportation.

"To determine whether transportation of pupils is necessary in a given case, it is pertinent to take into consideration the age, sex, physical and mental condition and safety of the pupils, the condition and location of roads, and other conditions, as well as the facts of distance. In general there is no question of transportation by the school committee when children live within safe walking distance from the school. In this connection, we have a rule laid down in the statutes to govern in cases of uniting or closing schools. While no school has been closed in the case under consideration, this rule does apply strongly in fixing the sole responsibility of the parent and giving

authority to the school committee. In the law cited the school committee is required to 'provide suitable transportation to and from school of pupils who reside so far from any public school as to make their regular attendance impracticable.' This law should be accepted by school committees as a rule to follow in meeting the obligation of maintaining schools in convenient places or providing for convenient attendance by transportation of pupils. Certainly schools are not maintained in convenient places when pupils reside so far from any public school as to make their regular attendance impracticable."

Transportation is essentially a new problem in school administration. In the era of the short-term district school, and in the period in which attendance was practically optional, the question scarcely could arise. When, however, public policy dictated a stringent enforcement of attendance, and imposed upon the parent a primary obligation for getting his child to school, the "rule of reason," so clearly expounded by the Supreme Court of the United States in the anti-trust cases, immediately became applicable. Commissioner Ranger has read the "rule of reason" into the compulsory attendance law of Rhode Island in a manner admirably calculated to promote attendance without imposing unreasonable obligation or hardship on parents. His interpretation follows clearly and definitely enlightened public policy, which in other years has led to the abolition of tuition.

An Educator School Board President

WILBUR FISKE GORDY,

President, Board of Education, Hartford, Conn.

It is not often that a distinguished educator finds his way into the presidential chair of a board of education. Yet Hartford, Conn., has secured just such a man to preside over its school system. President Gordy is an educator of national repute. He has behind him a brilliant record as superintendent, textbook author, and platform speaker.

On June 11, 1924, Wilbur Fiske Gordy was elected president of the Board of Education of Hartford, Connecticut (the ninth successive term). Mr. Gordy has been invaluable to the city of Hartford in this position, not only because of his long experience in the field of education but also because of his impartial, able and tactful dealing with the several other educational bodies which make up the peculiar

school organization of the city of Hartford. The Hartford schools are managed under a district system in which the board of education deals coordinately with nine district committees and a high school committee.

Mr. Gordy was born in Salisbury, Maryland, June 14, 1854. He is a graduate of Wesleyan University with an A.B. degree. He was vice-principal of the high school at Middletown, Connecticut, for one year, superintendent of schools of Ansonia for three years, supervising principal of the second north school at Hartford for twenty years and superintendent of schools of Springfield, Massachusetts, for seven years.

In 1897 he began his historical writings with "School History of the United States." Since that time he has written the following historical books listed as written: "American Leaders and Heroes," "Stories of American Explorers," "Colonial Days," "Elementary History of the United States," "Stories of Early American Life," "Stories of Later American Life," "Abraham Lincoln," "Cause and Meaning of the Great War." He was co-author of "A Pathfinder in American History," "Language Lessons" and "Grammar Lessons."

In 1913 Mr. Gordy was elected by the city a member of the Hartford board of education and has been re-elected every three years since then. In 1916 the board elected him president which office he has held since that date. He takes an active interest in all educational problems of the city and gives generously of his time and ability to the solution of such problems.

—Supt. J. E. Warren of Gloversville, N. Y., in cooperation with the teachers and supervisors, has completed the reorganization of the school curriculum. With the opening of the new school year, the new courses in arithmetic and geography will be used for the first time. The arithmetic work has been tested out previous to its adoption this year.



WILBUR F. GORDY,
President, Board of Education,
Hartford, Conn.

A Ways and Means Program of Supervision¹

W. W. Theisen, Assistant Superintendent of Schools, Milwaukee.

Few thoughtful educators would deny that supervision is the most important agency for improving the quality of teaching in our schools. When rightly conducted no other known means of improving a teacher's work yields results so quickly or in such large quantities as does supervision. Yet, in spite of the importance we attach to supervision, comparatively little of what is spent upon education goes to purchase good supervision. In our large cities the usual amount spent for general supervision of instruction approximates one per cent of the total current expenditure. On the other hand examination of expenditures by successful business concerns would probably show that industry spends more than ten per cent for supervision of output. Industry feels that it pays to spend liberally for supervision. Why do we on the contrary spend so little for educational supervision? A very plausible reason is that those most concerned—the public, the teachers and even we administrators—have not been sufficiently convinced of its value. When we approach boards of education with a request for more money for supervision we have a difficult time convincing the members that the proposed expenditure will yield commensurate returns on the investment. Neither do we find teachers clamoring for more supervision. What is the explanation? The probable answer is that in the past too much of the supervision has not been of the constructive kind. There has been rather an abundance of destructive criticism, that has in many instances caused fear and resentment in the minds of teachers. Many teachers are suspicious of the intentions of any supervisor who enters the room. Only by hard patient work of the proper sort can this situation be improved.

It is strange indeed that any supervisor should find time for destructive criticism. The need and possibilities for improving instruction are so great and the opportunities to demonstrate what helpful supervision can do so numerous that we ought to spend little time in finding fault with the teacher's work. Even the best have their faults. Why not admit their presence and begin at once to devote all of our supervisory efforts to searching for the good and to the devising of ways and means of producing more of the same quality? The effort of the supervisor should be to find the best, in order that it may be multiplied many times over and made the commonplace.

In all except large systems the task of directing supervision devolves upon the superintendent. He may or may not be fortunate enough to have principals freed from teaching duties. In a system of any size it is impossible to give any large amount of time to individual teachers. Methods must be devised and ways found for reaching teachers effectively, other than through personal contact. Excellent suggestions will be of little avail unless they are actually transferred and made a part of the teacher's equipment. Reduced to lowest terms the problem of supervision from the superintendent's point of view becomes then largely a matter of devising ways and means of multiplying one's own powers.

In this presentation I shall endeavor to point out several ways by which the supervisor may add to his effectiveness through the extension of his own usefulness.

The Time Element Important

Finding Time for Supervision. The first step in any program of supervision is to find the

¹An address delivered before the Indiana State Conference of Superintendents.

necessary time. Supervisors and principals commonly complain that other duties are so numerous and exacting that it is difficult to find sufficient time to devote to the work of supervision. Office routine, the telephone, attendance cases, distribution of supplies and office callers will make serious inroads on the schedule of any supervisor, if permitted to do so. One who would be a successful supervisor, whether superintendent, supervisor or principal, must continually fight against being bound down by the shackles of deadly administrative detail. If one would find time for the more important work of supervision he must regard it as of primary importance and all else as secondary. Professor Cubberley suggests that, if a principal would find time for supervision, he should deliberately keep out of his office during hours when classes are in session. If necessary allow the telephone to ring. Fix definite office hours and let those be known so that interruptions during supervision hours may be few. While we may not be willing to go to the lengths that Professor Cubberley does, we must admit such a procedure would go a long way toward solving the problem of finding time for supervision. Supervision will not receive an adequate share of the principal's time unless he regards it as of first importance and is continually on the alert to see that other matters do not interrupt. What is perhaps one of the best ways to make principals conscious of their problem in this respect is to ask them to keep a diary for several days, showing how the school hours are spent. Then classify the time spent as administration, supervision, teaching, office routine, supervision of janitorial service, etc. If this is done at intervals with some definite goal in mind, which, let us say, is to have the principal devote fifty or sixty per cent of his time to supervision of instruction, as Professor Cubberley recommends, it will soon be discovered that it is really possible to give much more time to supervision than at first thought.

Preparation and Programs

Continuous Preparation. A second step in a program of supervision is continuous preparation. Most supervisors expect teachers to prepare daily or weekly lesson plans. Good preparation and careful planning on the part of the teacher is deemed a prerequisite to good teaching. Criticisms of the teacher's work are often made on the basis of the evidences of careful preparation exhibited. If such careful planning is essential to good teaching, is it not even more essential in the case of the far more difficult task of supervision? In modern times no right minded person would think of sending a soldier

THE SUPERINTENDENT'S DUTY

The superintendent must not simply see that the community provides for those who come to the schoolhouse door but he must see that the thought of the community is so aroused that every child finds his steps leading to the schoolhouse; he must go even farther and see that the older constituency not only have the opportunity but are aroused to the importance of continued improvement of intellectual, vocational and moral development. The superintendent's chief contribution to education is therefore an aroused conscience on the part of all the people for the continual development of the entire state, city, or community. I believe in professional training, I believe in the college, the university, the summer school. I believe in the extension courses for superintendents as well as teachers, but the superintendent himself must be more than a professionally trained man. He must be a man upon whose conscience the responsibility for the proper education of the entire community continually rests.—Willis A. Sutton, Superintendent, Atlanta, Georgia.

into the first line trenches armed with nothing but his bare fists. Yet a supervisor sometimes does what is not far akin from that. He enters the classroom without having given any particular thought to the subjects to be seen on that day or without having made a careful study of the best ideas on the teaching of these subjects. Lack of daily preparation for the work of supervision is probably as responsible for the fact that supervision is in disrepute in some quarters as any other single factor. Teachers soon sense the fact and respect the judgment of the supervisor who keeps abreast of the best thought of the day on the teaching of subjects in their own field. It is difficult of course to find the necessary time for professional study, but it must be found at any cost. Without constant preparation the supervisor cannot maintain his leadership. He must continually strive to build up his own professional reserve through constant preparation and further study. This matter is so vital that we should insist that principals devote ample time to it. It is the one thing most easily slighted when those most concerned are not held to it.

Having a Program. An additional step in a ways and means program is a definite program of aims and objectives. One of the best known ways to prepare for the work of supervision is to make out a definite program of objectives to be attained. Let the major emphasis for the year center upon a few important ends. Do your own reading and thinking along those lines and induce your teachers to do likewise. If one takes for these important objectives any one of such problems as the improvement of study abilities, the development of the project method of teaching, the development of good thought problems in connection with the teaching of the social sciences, improvements in methods of teaching silent reading, or the elimination of waste effort in class management, he has a task that will keep him occupied for a good share of the year if not longer. If one expects real progress with problems such as these, the supervisory program should be so organized that the teachers' meetings, the demonstrations of teaching methods, the class visitations and conferences, the testing, the experimentation and the professional reading all contribute to the same ends. By concentrated effort a strong supervisor can in the course of a few years practically revolutionize the teaching in a school. What is required is a systematic, organized and continuous drive.

A Typical Program

In the Milwaukee schools at the present time an effort is being made to carry out such a plan in connection with the improvement of children's reading. Beginning in the fall of 1922 a round of activities was organized which it is planned to follow up until a very definite improvement is noticeable. A general committee of principals and cooperating instructors from the local State Normal School, serving under the direction of an assistant superintendent, has active charge of the program. Members of the faculty of the State University and of the State Department of Public Instruction are also cooperating in an advisory capacity. Each member of the general committee is the chairman of a large sub-committee of teachers. The sub-committees include a committee on objectives, a committee on silent reading methods, a committee on oral reading methods, a committee on reading tests, a committee on materials for primary grades and another for upper grades, a committee on experimental problems and a com-

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mittee to prepare a bibliography of helps and references for teachers.

As an illustration of the work being done by these groups that of the committee on tests may be cited. Two types of work have been undertaken by this group, the direction of general testing in reading and the preparation of diagnostic testing material of various kinds. One of its first acts was to arrange for the giving of the Thorndike-McCall Reading test on a city wide basis.

To make the tests of greater value to the teacher the committee made a preliminary study of common errors made by children in the test. From this a list of typical errors was prepared to accompany the test. It was suggested that each teacher analyze the errors made by her class and determine how frequently each type occurred. The most significant service rendered, however, by this committee, has been its work in developing types of diagnostic tests, or more appropriately suggestions for diagnostic tests. The thought uppermost in the minds of the members of the committee has been that to bring about improvement in reading economically the exact nature of the difficulty must be determined. To this end the committee has labored with a variety of diagnostic tests, but chiefly with those that tend to reveal the presence or absence of study ability in various forms. Directions have been prepared and sufficient material has been collected to enable a teacher to give the tests to her class. These informal home made tests have not been devised for the purpose of enabling accurate comparisons between classes or schools but for the sake of helping the teacher to discover for herself whether or not children in her classes give evidences of possessing those abilities ordinarily found in children who are high grade students. For example, considerable attention has been given to tests having to do with getting the central thought of a selection. Good students are expected to read a paragraph of ordinary difficulty and state in a few words the gist of the thought contained therein. The work being done by this committee is typical of the work of the committees engaged in the reading improvement project.

A Local Building Program. Even though there may exist a city wide program for the improvement of instruction principals often have need for a local building program. Problems peculiar to the particular school demand attention. Individual teachers may have problems peculiar to their own classes which they desire to attack. Such local efforts should by no means be discouraged by the central office staff but on the contrary given every encouragement. When local programs can be made to harmonize with the general city program the results will be even better. I am firmly of the opinion that it would be a good plan for the superintendent to require each principal to submit annually his program of major activities worked out in considerable detail. With such a program before him the superintendent will be in a position to provide very effective direction of the supervision.

Opportunities of a Supervisory Laboratory

A Supervisory Laboratory. Whatever the supervisor or the superintendent does he must always be thinking of ways and means of multiplying his own energies and those of his staff. The real problem of the supervisor is to make the little time that he has at his disposal count most effectively. He may have brilliant ideas but unless they become a part of the thought and practice of the classroom teachers they will not prove very effective. Any supervisor in charge of a large number of teachers cannot give each individual teacher the amount of assistance she should have. Other means must be employed.

In this connection a *supervisory laboratory* can be made to render very useful service. Through the use of some school as a laboratory for developing new methods or materials of instruction, the supervisor may accomplish what he cannot do by the individual method. The particular idea that the supervisor desires to have worked out may be presented to the principal and teachers of the laboratory school with the suggestion that they experiment with it and endeavor to perfect a classroom technique for handling it. Thus in one school system where an extensive reading improvement program is under way efforts are being made to develop techniques for teaching silent reading lessons using various quantities and kinds of material. It is the firm belief of those in charge that if reading instruction is to be reconstructed, methods of teaching the subject must be developed and perfected so that teachers may have ample opportunity to see good work. In the particular school serving as a laboratory, the principal has undertaken to see what can be done to perfect a lesson technique in silent reading suitable for use when each child uses a book of a different kind. Teachers cooperating on this problem frequently teach a lesson before the teachers of their building for the purpose of eliciting suggestions for improvement. The lessons are followed by a discussion on ways of perfecting the method of conducting that type of a recitation. The observers know that they are there to assist in thinking out the problems with which the teacher who demonstrated is wrestling. When a stage is reached where it is felt that the method has been sufficiently perfected demonstrations will be given before larger groups of teachers.

The interest of the supervisor in a newly grown method, however, does not cease here. It is when teachers attempt to use a new method that troubles often begin. The laboratory grown method must be followed up in the classroom. All of the personal assistance that can be given to the teachers endeavoring to apply the new method is needed at this point. If teachers are made to feel that the supervisor's greatest interest is to help them to help themselves and that the supervisor is working with them on a cooperative enterprise, there is little occasion for worry that the supervisor's good offices will not be welcomed.

Value of Experiments

Experimental Teaching. The superintendent seeking ways and means in supervision should not overlook the opportunities that exist in experimental teaching. Teachers should be encouraged to experiment on their own initiative. The teacher who can be induced to experiment and to study her problems seriously, always keeping her feet on the ground, will give the supervisor little cause to worry on the score of lack of professional interest. Many a teacher, almost given up as a hopeless case of profes-

sional decay, has been rejuvenated through some bit of well directed experimentation. Recently an experienced teacher declared to the writer that a piece of experimental teaching she had been doing had given her a new lease upon life. New methods of teaching lead to new problems and new problems to new ideas. If the supervisor can suggest a few pertinent references, or provide wise guidance at the psychological moment, he may kindle a new enthusiasm leading ultimately to results which neither the teacher nor the supervisor had dreamed were possible. Every system can afford to encourage some experimental teaching. Progress is possible only through change. Every teacher's growth is marked by just that amount of desirable change that has taken place in her teaching. Not only does the teacher herself profit from experimentation but her work tends to serve as a leaven to the whole school.

Course of Study and Textbooks. The superintendent or supervisor searching for ways and means should not overlook the course of study or the textbooks as legitimate fields of supervisory endeavor. Regardless of methods to which their attention may have been directed, most teachers will teach very largely what is called for by the course of study or what appears in the textbook. Granted that such is the state of affairs, it becomes highly important that we devote ourselves whole-heartedly toward developing good courses of study and securing high grade textbooks. Most progressive school systems today have groups of picked teachers constantly at work on some course of study. Under proper direction such groups frequently turn out very creditable pieces of work. There have been few outstanding courses of study in this country, but the few that we have had have left an indelible imprint upon the schools of the nation.

Improvement in Textbooks

The application of scientific methods to the selection of textbooks is comparatively new in educational practice but is having a most salutary effect upon textbook writers and publishers. Since Ayres and others began their investigations of spelling vocabularies we have seen practically a new generation of spellers. Woody's study of the relative proportions of common words contained in several spellers² in use a few years ago, suggested very strongly that we were teaching the children one list of words in the classroom while the world expected them to spell another list. A critical examination of a certain series of junior high school mathematics texts in one large city revealed as many as one hundred and fifty pages of unsatisfactory material, when measured in terms of modern criteria of elimination. At the present moment publishers are vying with each other in a frantic effort to produce reading texts that observe closely the Thorndike vocabulary of common words and that lend themselves particularly to silent reading. Scientific studies have revealed weak spots in many present day textbooks. Every superintendent will find it profitable to engage groups of teachers in the scientific analysis of textbooks. Such studies will not only result in more careful choices of new texts but in a greater professional insight on the part of teachers.

Supervision Through Tests. Perhaps the most effective and stimulating means of supervision is through the medium of tests. Regardless of what our individual notions as to the merits and demerits of standard tests may be, we must admit that they are having a very marked influence upon our educational practices. The changes in textbooks just mentioned are directly traceable to the testing movement.

²Woody, Clifford: Application of Scientific Method in Evaluating the Subject Matter of Spellers.



Under the banner "I SERVE" children of every nation, every race and every creed are bound together by the American National Red Cross. A membership during its Eighth Annual Roll Call—November 11 to 27—means that the ideal "A HAPPY CHILDHOOD THE WORLD AROUND" will be preserved.

It was not until we began to test results in such subjects as spelling, arithmetic, and reading that we began to inquire into the textbooks. Unsatisfactory results revealed through tests have made educators more critical. The present-day interest in methods of teaching silent reading is due to the testing movement. Poor results suggested a searching after the causes. Oral reading was soon located as one of the arch criminals and its early demise agreed upon.

The Stimulus of Tests

Tests stimulate the teacher to thinking about methods of improvement. They lead her to analyze her results more carefully than she has been in the habit of doing. This again is often a source of professional rejuvenation. In this connection the writer is reminded of an incident that occurred in a certain school. A teacher in this school had been in the habit of ascribing most of the errors made by her pupils in arithmetic to carelessness. The head of the department undertook to make a careful analysis of every error made by each child in certain classes in the Woody arithmetic tests. He was interested in the psychology of each error made. What sort of mental processes did the child employ in arriving at the figures put down? Presently he induced this teacher to begin a similar study of results in one of her own classes. To his amazement on the next day he found this teacher rushing toward him and exclaiming with enthusiasm as she held her new discovery aloft. "Oh, look here, Mr. K——, see what I have found." It was the beginning of a new vision for her.

Frequent application of very simple home made tests will prove beneficial. A test consisting of single examples in arithmetic when designed to bring out the ability to perform a certain operation, as for example, inverting the fractional divisor, ciphers in the quotient, or placing the decimal point will often prove intensely suggestive. Three or four examples of a similar nature will be still more satisfactory. The supervisor who throws out a challenge to his principals or teachers by venturing to wager that the pupils of sixth, seventh and eighth grades will not average over fifty per cent on the example, $5/3 \div 2/5 =$, will find them eager to accept his challenge, but often loathe to confess what happens.

Professional Reading—The Silent Supervisor. I fear that supervisors sometimes underrate one of their best allies—the silent supervisor, or professional reading, as we commonly call it. Professional reading extends and multiplies the supervisor's effectiveness many times. While every teacher is expected to do some of it, the criticism is frequently heard that teachers are not keenly interested in the subject. Does not the doctrine of interest apply in the case of teachers as with children? Is it not largely our own fault when teachers are not interested in professional reading? Have we taken sufficient pains to stimulate interest? When we want to interest children whole-heartedly in reading, we

arouse an impelling motive or purpose. Professional reading *per se* probably has no more appeal to teachers than has the task of preparing book reviews to a secondary school pupil. Our job is to supply the proper motives and to make it easy for the teacher to read when she wants to read. Interest is most easily aroused in reading material which bears directly upon some problem the teacher has encountered in the classroom. General books on teaching have less attraction than a specific reference bearing upon the particular problem in hand.

Interest Through Reading

Once the teacher's interest in a problem is stimulated she should have easy access to the best literature upon that topic. Let us suppose that for the current year instead of asking each teacher to read a general book on teaching, we first endeavor to stimulate an interest in the problem of teaching children how to read silently. Suppose further that we have succeeded in interesting a group of teachers in the specific problem of teaching children how to organize what they read. It requires but the merest suggestion that Chapter IV of Germane and Germane's "Silent Reading" deals specifically with that problem, to send a teacher scurrying to the office for a copy.

What is needed in directing professional reading in addition to motive is lists of specific page and chapter references upon various topics and problems that confront classroom teachers. The preparation of such lists may very well be assigned to committees. University and college departments of education will gladly supply bibliographies on almost any topic connected with the field of education if given time to do so. The U. S. Bureau of Education will also assist if asked. Various libraries may also be called upon. Not only should such reference lists properly classified be in every principal's office, but the books and bound volumes of magazines to which references are most frequently made should also be in the office library. To depend largely upon a central library means that too often the teachers' ardor will be cooled before she finds it convenient to go there. As a result many a good opportunity for professional reading will be lost. Careful attention to the development of interest in professional reading and good organization of available reading materials will do much to aid the supervisor in his efforts to improve instruction.

Record Keeping

Records of Supervision. As a final item in a ways and means program of supervision I have listed the keeping of adequate records of supervision. It is one aspect of our work that receives too little attention. If we wish to direct the attention of a principal from inspection to constructive supervision, I can think of nothing more effective than to ask him to record specifically what he is doing to help a given teacher including in some detail the suggestions he has given her. Were superintendents to ask that principals send them their supervisory records

now and then they would probably soon discover just what their principals were doing. They would then be in a position to aid them. With such records regularly made and examined, failures would doubtless be fewer among teachers and fewer among principals. Constructive assistance would be more speedily forthcoming wherever needed.

Summary. In closing may I reiterate that the supervisor's task is largely one of devising ways and means for multiplying his own abilities. The first essential is to find the necessary time for supervision. A second step is continuous preparation for the task. A third step is to have a definite program of aims and objectives. This program should not be limited to a city wide program but should include local building programs. Another feature of a program of ways and means in supervision should be a supervisory laboratory where new ideas may be developed and tested. Experimentation on the part of teachers should be encouraged because of its effect in stimulating renewed professional interest. The course of study and the textbooks should be made to serve as fields of supervisory endeavor because of their controlling influence upon the teaching and of their possibilities for developing professional insight. Perhaps the most effective and stimulating means of supervision is furnished by tests. They lead to a more critical and analytical attitude toward results. The value of motivated professional reading as a part of a supervisory program is sometimes underestimated. It is largely our own fault if teachers are not interested in professional reading. Our job is to supply a proper motive and to make it easy for the teacher to read when she wants to read. A final item in a ways and means program is that of adequate supervisory records whereby it is possible to determine the exact nature of the constructive assistance given by the principal to each of his teachers. Such records regularly made and examined will result in hastening constructive assistance and reducing failures among teachers and principals.

HOUSING THE TEACHERS IN COMFORT

With the beginning of the school year it is often a question, in the rural town and small city, where teachers will be able to find suitable accommodations in which to live for their nine months of instruction duties.

Thanks to a progressive, public spirited and far sighted man, Mr. J. E. Olinger, in a small Oregon town, Milton, with 1747 population five small and up to date bungalettes were constructed primarily with the teachers' interests and demands in view. It is perhaps in towns similar to the above in size that teachers, especially married ones, find greatest difficulty in securing completely furnished houses or apartments.

The court of bungalettes occupies a triangular lot, one house at the apex of the triangle and two each on the two sides facing each street making the triangular corner. Back of the lot and built in harmony and design with the bungalettes is a garage consisting of three separate car compartments. Approach to these is

(Concluded on Page 138)



TEACHERS' BUNGALETTES AT MILTON, OREGON.

Business Executives of American Schools

Secretaries, Clerks and Business Managers for Boards of Education.

A. L. LOVING

Secretary and Business Manager, School District of St. Joseph, Mo.

When Mr. Loving entered the employ of the St. Joseph board of education as assistant secretary in 1908 he brought with him a splendid training in the field of business as well as a superior education.



A. L. LOVING,
Secretary and Business Manager,
St. Joseph, Mo.

He had been in the wholesale grocery and insurance business and also been trained in newspaper work. But he also came as a Yale graduate. In 1910 he was made secretary and business manager. He has been reappointed to serve until July 1, 1926.

Mr. Loving made a special study of school financing. An accounting system introduced by him in 1910 met the favorable comment of the U. S. Census bureau, and a series of tables of maturity on bond issues worked out by him received the endorsement of financial experts.

HERBERT N. MORRILL

Secretary and Business Manager, Grand Rapids, Michigan

Mr. Morrill's first bread winning activity was a job in a bank at Big Rapids, Michigan. This was in July, 1888. Four years later he came to



HERBERT N. MORRILL,
Secretary and Business Manager of the Board of Education,
Grand Rapids, Mich.

Grand Rapids, where he also was employed in a bank, and became assistant cashier. In 1903 he resigned his position to accept the cashiership of another bank.

He began his career as a school official in 1911 accepting the position as business executive of the Grand Rapids board of education.

Mr. Morrill was born December 18, 1870. He has been steadily employed since he was seventeen years of age, when he completed a high school education. He is married, and has two lovely daughters who are now attending higher institutions of learning. He is a church member and identified with several fraternal organizations.

DR. GEORGE W. GERWIG

Secretary, Board of Education, Pittsburgh, Pa.

Dr. Gerwig is not only an efficient business executive but a man of rare culture and refinement. He has made a special study of school administrative problems and been recognized as an authority among his contemporaries. He believes that the modern school secretary may make a valuable contribution to the cause of popular education.



GEO. W. GERWIG,
Secretary, Board of Education,
Pittsburgh, Pa.

Dr. Gerwig is a graduate of the University of Nebraska and Western University of Pennsylvania. He became secretary of the board of school controllers of Allegheny, Pa., in 1892, serving until 1911 when he came to his present position.

Among his other activities may be mentioned his connection with the H. C. Frick Commission of which he is secretary and treasurer. He is also a trustee of the Chautauqua Institution, Chautauqua, N. Y.

The late Henry C. Frick left large sums of money to be used for the improvement of the Pittsburgh schools. The commission with which Dr. Gerwig is identified is endeavoring to work out a model method for wisely supplementing the work of the public schools through private endowment.

ROBERT E. FULTON

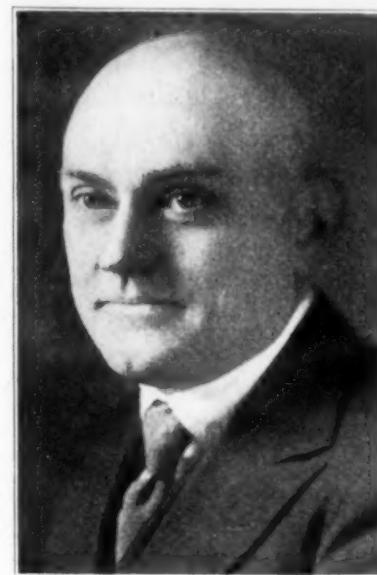
School Clerk, Board of Education, Portland, Oregon

During the nineteen years Mr. Fulton has resided in Portland he has held executive positions of trust. For about nine years prior to entering the service of the school district he was connected with a firm of certified public accountants in Portland, and for a period of time was manager of this concern. In this capacity he had an opportunity to serve large business institutions as auditor and counsellor.

His business experience has peculiarly fitted him for the position he now holds.

On July 12, 1922, he was elected to the position of school clerk, (secretary of the board of education) for school district No. 1 by the board of directors.

A determination to administer the affairs of the district in a businesslike manner without



R. E. FULTON,
School Clerk,
Portland, Ore.

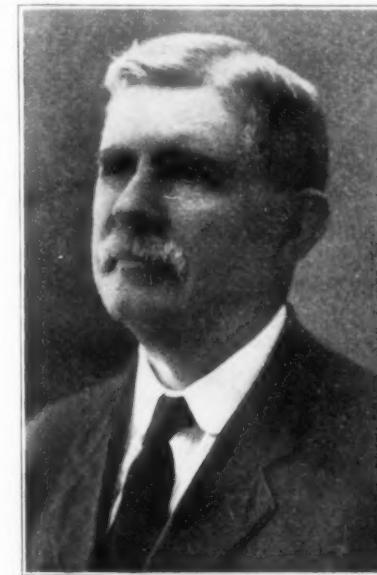
regard to politics has resulted in a high standard of efficiency in the business department of the district. It has always been his desire to render a real service to the public.

Robert E. Fulton was born in Savannah, Georgia, on October 15, 1882. He received his education in the public schools of that city, and after finishing high school attended the Richmond Business College of Savannah. He came to Portland in 1905.

EDWIN BRUCE

Secretary and Business Manager, Board of School Trustees, Galveston, Texas

Mr. Bruce is a native of Virginia, being born in King George County, Jan. 3, 1852, where he grew to manhood. In Dec., 1873, he moved to Texas, locating in San Antonio, where he re-



EDWIN BRUCE,
Secretary of the Board of Trustees,
Galveston, Texas.

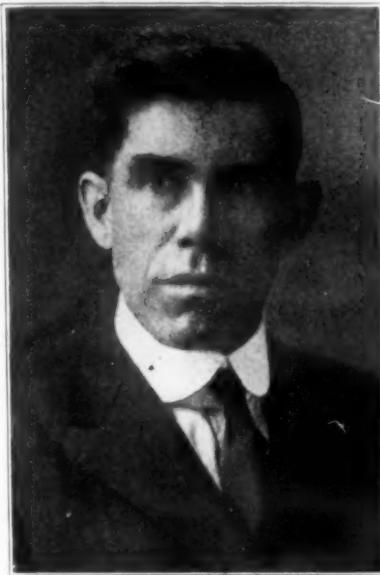
sided until 1881. During his residence in San Antonio or from Jan., 1875, to Dec., 1881, he served as clerk of the district court of that city. In Dec., 1881, he moved to Galveston to accept

a similar position in the District Court of Galveston.

In April, 1900, Edwin Bruce was elected to his present position. Throughout the period of nearly twenty-five years he has never failed to receive the unanimous vote of the board at each recurring annual election.

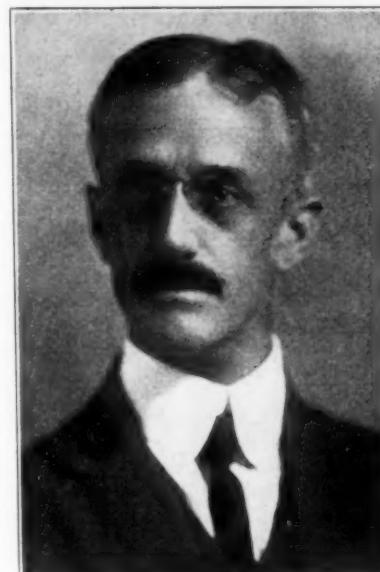
JOHN HENRY
Secretary, Board of Education, Norwalk,
Connecticut

Mr. Henry became a member of the board in 1920, was elected Chairman in 1922 and secretary in 1923. He was for some years employed in railway mail service. His interest, however, in school affairs has been exceptional, and has always entertained definite ideas regarding the responsibilities of the school and those of the home. Norwalk is an old industrial community, has a population of 30,000 and employs 146 teachers.



JOHN HENRY,
Secretary of the Board of Education,
Norwalk, Conn.

Mr. Henry was born in 1881 and has had a high school education.



JOSEPH BEALS,
Business Manager, Board of Education,
Worcester, Mass.

JOSEPH BEALS,
Business Manager, School Committee,
Worcester, Mass.

Coming to the school committee as clerk in 1900, Mr. Beals was a few years ago made business manager. He has been unanimously re-elected every year since, enjoying the fullest confidence of his associates and the public.

He was born January 12, 1864, at Chester, Mass., attended the public schools of Westfield, and graduated from the Worcester Polytechnic Institute in 1885 with the degree of B. S. After four years' business experience, in 1889 he became a teacher in the Fall River, Mass., high school. In 1891 he was called back to the Worcester Polytechnic Institute as an instructor of mathematics and later was made assistant professor.

W. H. BRADEN

Secretary and Agent, School Board, Natchez,
Miss.

Mr. Braden serves in the dual capacity of educator and business executive. He is a graduate of the University of Mississippi, began his schoolmaster career in 1910, and was two years later made principal of the Natchez high school. In 1918 he accepted the superintendency of the Canton, Miss., schools.

In 1920 Mr. Braden came to Natchez as superintendent of schools. The board of education also made him the secretary and business manager. In recognition of his services the board raised his salary this year by \$600. He has for a number of years been a member of the state accrediting board. He also serves as a representative of the high schools of the state.



W. H. BRADEN,
Superintendent and Secretary, Board of Education,
Natchez, Miss.

School Accounting in the United States

A Criticism

A. H. Bell, Auditor and School Accountant, Gary, Ind.

For more than a decade, accounting has been one of the live problems confronting school officials. Adoption of methods that would produce comparable figures has been urged. It is generally recognized that methods of accounting must be uniform if anything of value results therefrom.

Only during the fifteen years just passed has the science of accounts been perfected in America. It has been in England for more than a century. Books on accounting, by American authors, have been published only in recent years. The reason for the slow development has most likely been due to the fact that competition has not been nearly so keen as in England.

Our public institutions have not kept pace with industry. Competition has not been a factor to force improved methods. School officials in a great measure are not to blame because of poor methods. Industry did not adopt scientific procedure until forced to do so.

We are demanding results which can be obtained only by up-to-date, scientific methods; hence, we are at the point reached by industry several years ago in America, and a century ago in England. This being the case, we are no longer to be excused for poor accounting. Commercial classes are conducted almost everywhere. By presuming to teach accounting sub-

jects, surely methods used in the keeping of our own records should be right.

After several years of effort it is well to take stock of what has been accomplished.

Comparable figures did not exist in 1913.

Comparable figures do not exist today.

Assuming that the above is not disputed, what are we going to do about it? Would it not be well to determine the reason for non-progress and then go ahead?

On February 27, 1913, the National Association of Public School Business Officials, adopted a constitution which states one of the objects of the association to be as follows:

"ARTICLE II (a) The standardization and unification of school accounting practices to the end that school statistics be made more reliable and comparable, therefore more useful; by universal adoption of the same standards of terminology and accounting classifications in all public school systems in America, including state and federal departments of education."

At the thirteenth annual meeting of this association held at Indianapolis, May, 1924, it was voted that recommendation be made to the U. S. Bureau of Education as follows:

| | |
|--|--|
| Items such as the following to be charged to Current Expenses: | Items such as the following to be charged to Capital Outlay: |
| Adding Machines | Blackboards |
| Addressographs | Portable bookcases |
| Automobiles | Cabinets |
| Auto Trucks | Chairs |

| | |
|------------------------|--------------------------|
| Auto Busses | Cooking Equipment |
| Cooking Utensils | Desks—all kinds |
| Crockery | Filing Cabinets |
| Curtains | Lighting Fixtures |
| Duplicators | Lunch Room Cupboards |
| Portable Electric Fans | Coffee Urns |
| Fire Tools | Refrigerators |
| Fire Extinguishers | Manual Tr. Machinery |
| Flags | Machine Tools |
| Garden Tools | Work Benches |
| Glasses | Motion Picture Ma-chines |
| Globes | Pianos |
| Inkwell | Sewing Machines |
| Mimeographs | Stereopticon Mach'nes |
| Models | Tables—all kinds |
| Typewriters | |

Why has a national association gone on record as approving such an arbitrary classification?

If an adding machine which will last from fifteen to twenty years is all to be charged off the year it is purchased, why charge a refrigerator to the capital account when it will not last longer than five or six years?

If the object is to eliminate the dissipating capital investment, how is anything to be gained by picking out certain items? True, the adding machine if charged direct to current expenses will not burden the capital account. How about the refrigerator?

Anyway, it matters little as to the life of the various items. The principle is wrong. By using the classification as listed above, we have

(Concluded on Page 106)

Code of Lighting School Buildings

The Most Recent Revision to Conform to Modern Standards.

A most important document dealing with the subject of lighting in school buildings has just been issued by the Illuminating Engineering Society and the American Institute of Architects. It proceeds upon the thought that: "Improvements in lighting practice during the past five years have made necessary a revision of the code to conform with modern standards; moreover there has been a demand for more definite and detailed specifications than those contained in the 1918 code."

The subject-matter of the revised code is divided into three parts. The first deals with a set of rules, the second explains why the fulfillment of the rules is important, and the third tells how to comply with them. The experts explain:

"Although the rules and recommendations of the code are based upon what is considered the best practice of the present time, it is probable that in the future, modifications may become desirable as the art develops and as experience is gained in the application of the code."

Providing Definite Rules

As to the general requirements to be observed the code says:

General Requirements: When in use during daylight hours, rooms in school buildings, in which pupils are required to study or do any work, shall be provided with natural light in accordance with the following rules.

When in use during periods when natural lighting fails, rooms in school buildings, in which pupils are required to study or do any work, shall be provided with artificial light in accordance with the following rules.

Rule 1.—Illumination required. The illumination—natural or artificial—maintained, shall be not less than the minimum values in Table I. Values recommended for ordinary conditions of artificial lighting are presented in the last column. Higher values are often desirable.

Rule 2.—Avoidance of glare. Lighting—whether natural or artificial—shall be such as to avoid harmful glare, objectionable shadows and extreme contrasts.

Bare light-sources, such as exposed lamp filaments, gas-mantles or bright sky-areas located within the ordinary field of vision are presumptive evidence of harmful glare. Seating shall be so arranged that pupils are not compelled to face windows. For specifications of definite requirements under this rule, refer to Part III.

Rule 3.—Distribution of artificial light. Lamps, reflectors, or other suitable accessories shall be of such light distributing character and shall be so installed in regard to mounting-height, location and spacing as to avoid excessive variation in illumination upon work-places. In a classroom at the desk tops the ratio of the maximum intensity of artificial illumination to the minimum intensity of artificial illumination, measured in foot-candles, shall be less than four.

Rule 4.—Color and finish of interior. In rooms in which close visual application is necessary, walls shall have a reflection-factor within the range from 30 per cent to 50 per cent. Ceilings and friezes (the latter in the case of high ceilings) shall have a reflection-factor of at least 65 per cent. Desk tops and other woodwork shall have a reflection-factor not exceeding 25 per cent. In corridors and halls, ceilings and walls shall have a reflection-factor of at least 50 per cent. Dadoes and blackboards are obvious exceptions. Glossy finishes shall be avoided wherever they are likely to cause glare. The preferred colors for walls are light warm gray, light buff, dark cream and grayish green; for ceilings and friezes, white and light cream.

The nosing of treads on all stairs used as exits should be such as to show the edge of each step by contrast when viewed as in descending.

Rule 5.—Switching and controlling apparatus. Switching and controlling apparatus shall be installed at each point of entrance to school buildings, also in classrooms, basements, hallways, and stairways, also wherever required in other parts of buildings. Rooms having several

entrances require such equipment only at the principal entrances.

Rule 6.—Exit and emergency lighting. Artificial lighting to be provided under Rule I in all stairways and exits and in the passageways appurtenant thereto, shall be supplied preferably from an independent source or from a connection extending back to the main service entrance for the building so that failure of room lighting from internal causes will not affect the exit and emergency lighting. In case of unusual danger which may exist on account of type of building, nature of the work, crowded conditions or lack of suitable exit space, an independent service shall be insured by connecting to a separate source of supply without or within the building.

Classrooms and auditoriums during stereopticon and motion picture exhibitions may be dimmed. After dark, if more than fifty persons are gathered in rooms having an illumination less than 0.1 foot-candle, the exits from rooms and all passages to the exits of the building shall be indicated by adequately illuminated exits signs, so as to clearly indicate the paths of safe exit from the building in case of emergency.

Rule 7.—Inspection and maintenance. All parts of the natural and artificial lighting system, including windows, skylights, lamps, luminaires, walls and ceilings, shall be systematically inspected and properly maintained and cleaned so as to assure illumination levels indicated in Rule I.

Rule 8.—Blackboards. Blackboards shall be illuminated and located with respect to light-sources so as to avoid glare. The surface of blackboards shall be made and kept as dull as possible. Blackboards shall not be located in the same wall with windows.

PART II

Why Rules Should be Observed

General Requirements. Examinations of thousands of school children, extending over many years, have shown that a considerable proportion suffer from defects of vision—the result largely of continued use of the eyes in close work under unhygienic conditions. It is well established that defective vision is often progressive and is therefore found to a greater extent among older children.

It is found that, in general, children with defective vision are retarded in their progress in school work. They also enter upon their life work seriously handicapped.

The severe requirements imposed upon children's eyes by modern educational methods create need for the best of working conditions. Among these conditions lighting is of primary importance. Improper and inadequate lighting causes eye-strain, resulting in functional disorders, near-sightedness and other defects of the eyes to which the immature eyes of children are especially susceptible.

Schools require a high standard of illumination, because immature eyes are more susceptible to injury than those of adults, and learners must necessarily apply their eyes more continuously than older persons who have acquired skill through repetition.

It is, therefore, essential that the lighting of school buildings, both natural and artificial, should conform to the requirements specified in the code.

Rule 1.—Illumination required. Definite minimum intensities of illumination on the work-places are specified for the conservation of vision. In hall, stairways, passages to exits, etc., adequate intensities are imperative for safety. In addition to the benefits derived from lighting of the levels specified, the desirable effects of cheerful interior surroundings are obtained. These minimum intensities are the least permissible considering all the factors involved. From the standpoint of best vision much higher intensities are advantageous.

Rule 2.—Avoidance of glare. Glare is objectionable because it tends to injure vision and to disturb the nervous system; it causes discomfort and fatigue and thus reduces the efficiency

of the student; it interferes with clear vision and increases the risk of accident. From both the humanitarian and economic viewpoints glare should be avoided.

Glazed paper reflects light somewhat like a mirror and introduces glare due to images of light sources reflected from it. The use of unglazed paper and suitable type promotes the conservation of vision.

Rule 3.—Distribution of artificial light. A substantially uniform intensity of illumination at work-places provides equal advantages for all students. Light reaching any particular point at a work-place from a number of sources, such as is implied in Rule 3, reduces the harshness of shadows. General lighting eliminates the probability of improper direction resulting from the use of a very predominant light-source.

Rule 4.—Color and finish of interior. Walls are within the field of vision a considerable part of the time. A moderate reflection-factor with dull surfaces assures comfortable brightness contrast. Inasmuch as walls are juxtaposed to blackboards a moderate reflection-factor of the walls assists in reducing the brightness contrast between these surfaces.

Luminaires are more comfortable to view when seen against light backgrounds. Ceilings and friezes having a high reflection-factor provide for this and increase the efficiency of the lighting system.

Glossy finishes and glass surfaces reflect bright images of windows and artificial light-sources, thereby contributing to visual discomfort.

Rule 5.—Switching and controlling apparatus. Switching and controlling apparatus properly located is necessary in order that artificial lighting may be properly controlled and used, and that persons may proceed in safety from point to point in a building.

Rule 6.—Exits and emergency lighting. Emergency lighting makes for the reduction of accidents and hazard. Building codes should be consulted for local requirements covering exit lights.

Rule 7.—Inspection and Maintenance. Walls and ceilings darkened by smoke and dust, dirty windows and skylights, grimy reflectors, blackened lamps or broken mantles, or lamps of incorrect size or voltage, will render even a well designed lighting system ineffectual. The value of regular inspection and maintenance is diagrammatically illustrated in Figure 1. In each of these cases the failure to observe simple maintenance requirements resulted in an unnecessary economic loss.

The decrease in illumination due to these causes is often so gradual that it is not noticed. Inasmuch as the levels of artificial illumination now in use are so low any considerable decrease in illumination is almost certain to interfere more or less with vision. The illumination intensities in Table I are values to be maintained.

Rule 8.—Blackboards. Unless properly illuminated and located with respect to light-sources, blackboards, in combination with the other conditions, are a source of eye-strain. Pupils are often required to look at blackboards for long periods of time; hence it is important that the best conditions be provided. Blackboards with dull surfaces reduce the annoyance of reflected images, and facilitate reading the markings thereon.

In order to avoid excessive brightness contrast which is trying to the eyes, blackboards should not be placed on a white or highly reflecting wall.

The location of blackboards between windows introduces a bad visual condition due to contrast with adjacent bright areas.

PART III

How to Comply with the Rules

The following sections discuss in detail the ways and means of providing adequate and proper lighting as required by the Rules of this Code.

Rules 1, 2, 3 and 4.—Natural Light. One of the established rules for proper lighting of desks from windows in walls is to have the dominant

light come from the left side. Most authorities on daylighting advocate unilateral lighting; that is lighting by windows located on one side of the room only, especially for classrooms. This method of lighting is recommended where the width of the room does not exceed twice the height of the top of the window from the floor.

Rooms of unusual width, such as auditorium, may have windows on the right and left sides. However, where cross-shadows are objectionable, windows at the left and rear are preferable.

An eastern exposure is generally considered to be the most desirable for classrooms and a northern exposure the least desirable.

Lighting by overhead sources of natural illumination, although sometimes used for assembly rooms, auditoriums and libraries with relatively high ceilings, has but little application in classrooms. When overhead sources of natural illumination are used the light should come from a north skylight or saw-tooth construction oriented to exclude direct sunlight.

To secure the highest lighting values in a side-lighted room it is recommended that the room be so designed that no work-space is more distant from the window than twice the height of the top of the window from the floor.

The sky as seen through a window or skylight is a source of glare. For this reason the seating arrangements should always be such that pupils do not face windows or skylights.

Windows. Tests of daylight in well lighted school buildings indicate that in general, the window-glass area should not be less than 20 per cent of the floor area. As the upper part of the window is more effective in lighting the interior than the lower part, it is recommended that the top of the glass be at no greater distance than six inches below the ceiling. The sills of side windows should be not less than three feet or more than four feet above the floor. No direct light should reach the eyes of seated pupils from below the horizontal.

Lighting value of a window. The lighting value of a window at any given location in the room, will depend primarily upon the brightness of the sky, the amount of sky visible through the window at the given location in the room, and secondarily upon the reflection-factor of the surroundings and the dimensions of the room.

Observations in well lighted schoolrooms having a comparatively unobstructed horizon, show that under normal conditions of daylight, satisfactory illumination is usually obtained when the visible sky subtends a minimum vertical angle of five degrees at any work-place of the room. It is recommended that a sky-exposure, for any pupil's desk in the room be at least 50 square degrees, preferably about five degrees vertically and ten degrees horizontally. This should be borne in mind when selecting sites for new buildings inasmuch as the proximity of adjacent buildings may seriously interfere with the natural lighting.

Window-Shades. Although direct sunlight is desirable in interiors from a hygienic standpoint, it is often necessary to exclude or diffuse it by means of window-shades. Shades should perform several functions such as the diffusion of direct sunlight; the control of illumination to secure reasonable uniformity; the elimination of glare from the visible sky or from bright areas outdoors, such as light-courts, or adjoining buildings; and the elimination of glare from blackboards.

These requirements can be met by a number of arrangements, several of which have been found satisfactory and easy to maintain. For instance, windows can be equipped with two shades operated on two rollers. These can be arranged with both rollers at the middle of the window, one operating upwards and the other downwards, or with one roller at the middle and one at the bottom, both operating upwards. Shades so placed may be operated independently, thereby facilitating the shading and diffusion of the light.

Instead of two shades a single shade can be used with a device that permits the roller to be placed at any position on the window. Such a shade can be so placed that the light will come in from the top of the window, and will be shut out from the lower portion, or will come in from the top and the bottom and will be shut out from the middle portion. Another way of con-

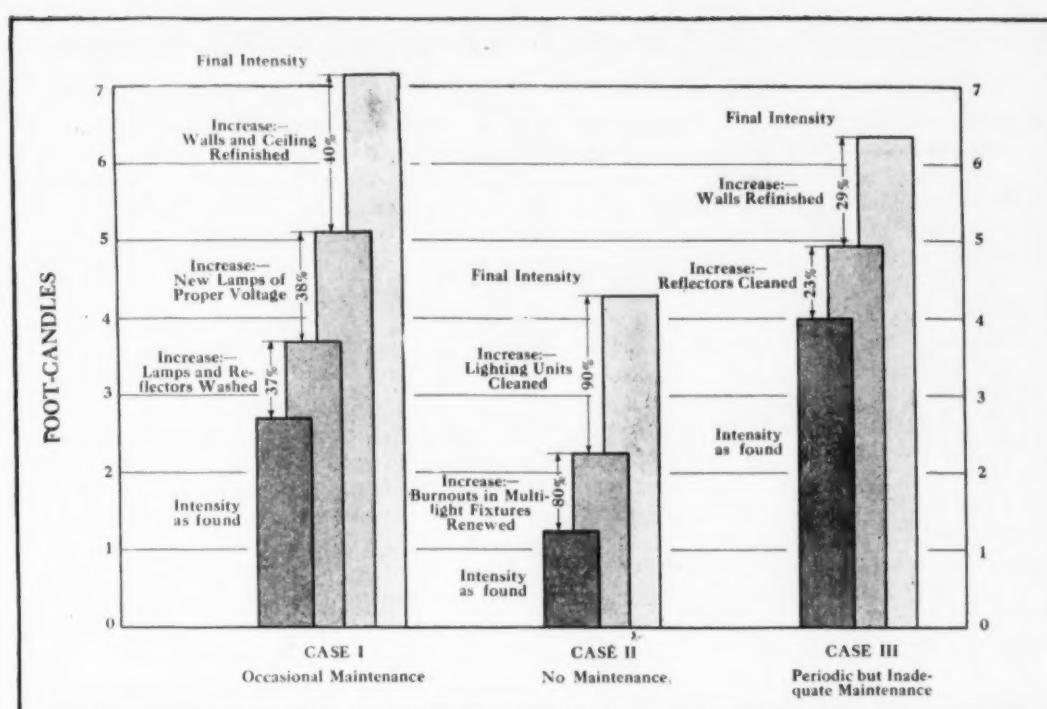


FIG. I. CHART SHOWING THE IMPORTANCE OF PROMPT RENEWAL OF BURNED-OUT LAMPS AND SYSTEMATIC CLEANING OF LIGHTING EQUIPMENT. TESTS ON SEMI-INDIRECT AND INDIRECT LIGHTING SYSTEMS.

trolling the light is to use a translucent shade, which unrolls from the top down, and an opaque shade which unrolls from the bottom upward. Since it is the top portions of the windows which supply the illumination to the spaces in the room farthest from them, it is bad practice to cut out light by pulling down the shade from the top more than is absolutely necessary. Pulling down a shade from the top also interferes with ventilation when windows are lowered from the top.

The material of the shades should be sufficiently translucent to transmit a considerable percentage of the light and at the same time diffuse it. Their color should be such as to harmonize with the interior decorations of the room. A translucent shade transmits a considerable amount of light, hence care should be taken that this transmitted light not only harmonizes with the color of the room but meets visual requirements. A light tan, or a light buff material will, in general, be satisfactory. With such shades it is possible to exclude all direct sunlight, and at the same time to permit a considerable amount of light to reach the ceiling, which light, in turn, is diffused throughout the room.

Shades should be wide enough to cover the window and to extend over each side of the window frame so as to prevent direct light from passing its edges.

Light-Courts. Reflection of light from the walls of courts or other exterior walls is often very helpful in increasing interior illumination. Hence the near-by walls which are visible through the windows should, as a rule, have high reflection-factors. Care, however, should be taken to avoid glare.

Rules 1, 2, 3, and 4. Artificial Light. In the

consideration of how Rules 1, 2, 3, and 4 can be complied with in artificial lighting, the subjects of illumination intensities, avoidance of glare, distribution of light on the work, and color and finish of the interior are so closely related and interdependent that it is thought advisable to discuss the four subjects together. This will be done first by describing the different forms of lighting-systems and the characteristics of each; second, by giving the details of the design of a typical schoolroom lighting installation, choosing for sake of brevity, one popular and recognized method of lighting, and third, by indicating the salient points which should be stressed in the selection of the luminaire. The capacity of the wiring installed should be ample to provide for the illumination recommended in the last column of Table I, even though cost of considerations may make it seem desirable to employ a lower level. The additional cost of such wiring is slight compared with the cost of reconstruction.

Lighting Systems. In general there are three distinct systems of artificial lighting, namely; direct, semi-indirect and indirect. These names are descriptive and designate broad classes of lighting, the boundary lines of which are indefinite.

The direct-lighting systems deliver at least half of the light below the horizontal so that the dominant light on the work-places is received directly from the luminaires. Such systems may be divided into two groups; the direct-lighting system employing open-bottom luminaires and the direct-lighting system using enclosed and semi-enclosed luminaires.

An open-bottom luminaire direct-lighting sys-

(Continued on Page 137)

| Minimum of Lighting Table I (Rule 1) | | Minimum Required Foot-candles | Recommended Foot-candles |
|--|--|-------------------------------|--------------------------|
| <i>On the space*</i> | | | |
| Walks, drives and other outdoor areas, if used at night..... | | 0.1 | 0.5 |
| Playgrounds, outdoor, if used at night..... | | 0.5 | 2. |
| Playgrounds, outdoor, if used at night for baseball, basketball, etc.... | | 5. | 10. |
| Storage spaces, passages, not used by pupils..... | | 0.25 | 2. |
| Boiler-rooms, power plants, and similar auxiliary spaces..... | | 1. | 3. |
| Stairways, landings, corridors, aisles, exits, elevator cars, washrooms, toilets, locker spaces, dressing-rooms..... | | 1. | 3. |
| Recreation rooms, gymnasiums, swimming-pools..... | | 3. | 7. |
| <i>On the work*</i> | | | |
| Auditoriums, assembly-rooms | | 2. | 3. |
| Auditoriums, assembly-rooms, etc., if used for class or study purposes..... | | 5. | 10. |
| Classrooms, study-rooms (desk tops)..... | | 5. | 10. |
| Classrooms, study-rooms (charts, blackboards)..... | | 3. | 6. |
| Libraries (reading tables, catalogs)..... | | 5. | 10. |
| Libraries (book shelves, vertical plane)..... | | 3. | 6. |
| Laboratories (tables, apparatus)..... | | 5. | 10. |
| Manual training rooms, workshops, etc..... | | 5. | 10. |
| Drafting-rooms, sewing | | 8. | 15. |

*Where the space or work is not clearly evident, as for instance in an auditorium, the illumination may be measured on a horizontal plane 30 inches

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The District School System in Washington County, Arkansas

Chas. M. Reinoehl, Fayetteville, Ark.

This study of the schools of Washington County was made by Edwin Parrish and Guy Magness, university students, under the direction of the department of school administration, and through the cooperation of the county superintendent and the county clerk. The investigation reveals the effect of the district school system upon children and taxpayers and seeks to discover measures necessary to maintain a more modern system of rural schools.

To collect the necessary data a large table including all school districts in the county was prepared. The column titles for this table are (1) district number and name, (2) number census children, (3) Enrollment, (4) Number in average daily attendance, (5) Number completing elementary school course, (6) Number of teaching positions maintained, (7) Days of school, (8) Assessed valuation, (9) Assessed valuation of railroads, (10) Mills special levy, (11) Valuation per schoolroom or per teacher, (12) Per cent of valuation in railroads.

In the county, which covers an area of something more than thirty miles square, there were in 1921-1922 no fewer than 140 common school districts and 11 special school districts. Among the greater rights and privileges the special districts enjoy is the right to borrow money or bond for school buildings.

The schools were open to the children in varying numbers of days. One hundred and eighty-three children went to six schools in session less than three months. Nearly 3,000 children (28 per cent) attended schools in sessions less than six months; while 2,700 (25 per cent) attended nine-month schools. Comparatively few of the 3,000 children complete the work of the elementary school, since it regularly requires twelve years or more for them to do this in the schools they attend. These children are the unfortunate heirs of the district school system which in modern times has come to be a great injustice to them.

Out of the 10,821 pupils enrolled there should be under somewhat ideal conditions about 1,000 or more eighth grade graduates each year. In nine special school districts there was one eighth grade graduate to every 21 enrolled, while in the common school districts there was only one to every 46 enrolled. Ninety of the 140 common school districts had no eighth grade graduate, and as far back as there are available records there is no evidence of a single eighth grade graduate in eighty of these districts.

The largest opportunities for an education come to children who live in special school districts. The following table shows this to be due to differences in wealth. Special districts with almost twice the wealth of common school districts have been able to maintain better schools for a longer term.

| Districts | Valuation per Schoolroom | Days of School |
|------------|--------------------------|----------------|
| 11 special | \$73,220 | 164 |
| 140 common | 37,773 | 114 |

Most of the unfortunate and neglected children live in the poorest district, which also supports schools best. Wealthy districts can maintain relatively long terms of school on a low levy, while poorer districts require high special levies to maintain school even for a short time. These contrasts are evident from the following table:

| District Number | Assessed Valuation | Mills Levy | Days of School |
|-----------------|--------------------|------------|----------------|
| 14 | \$86,663 | 5 | 157 |
| 63 | 7,315 | 12 | 50 |
| 98 | 80,215 | 6 | 155 |
| 120 | 12,045 | 12 | 78 |
| 10 wealthiest | 94,315 | 8 | 173 |
| 10 poorest | 10,553 | 11 | 90 |

The wealthiest district in the county (No. 2) on its \$111,839 of assessed valuation can raise

with a twelve mill special levy \$1,342 to maintain its one-teacher school. If the poorest district (No. 93) wished to raise an equal amount (\$1,343) on its little valuation of \$7,315 to maintain its school as long and equally well, it would have to have 185 mills special levy. In other words, the taxpayers in the poorest district of the county would have to carry a burden fifteen times greater than that carried by the taxpayers in the wealthiest district to do as well by their children.

A part of this inequality in district wealth is due to railroad wealth, which lies in 34 of the 151 school districts. The wealthiest district has only \$1,589 of assessed valuation that is not in railroad. A twelve mill levy on the total assessed valuation of railroads in the county would give \$70 to every schoolroom, adding a month of school to many short terms. Because of the district school system 7,229, or 52 per cent, of the children of the county have received no benefit from the local tax on railroads, and the taxpayers in these non-railroad districts, although they pay the railroads for their freight and passenger service, receive no returns from them for the education of their children.

| Districts | Assessed Valuation | Railroad Valuation | Per Cent in Railroads |
|---------------|--------------------|--------------------|-----------------------|
| 2 | \$ 111,839 | \$ 110,250 | 98% |
| 153 | 77,480 | 61,620 | 80% |
| 34 districts | 8,154,267 | 1,505,610 | 18% |
| 117 districts | 5,046,537 | | |
| 10 wealthiest | 4,716,067 | 618,370 | 13% |
| 10 poorest | 105,530 | | |

The census basis for the apportionment of state and county school funds does not equalize educational opportunities. The wealthiest district, for example, received \$66 more from the county and state than the poorest district, because it had 22 more children. The ten wealthiest districts in the county received an average of \$93 more per district than the ten poorest. The census basis for distribution of state funds often helps most those children who need state aid least.

These inequalities of educational opportunities for children and the injustice to taxpayers arising from the district school system can be removed by the county unit for school support and by greatly increased state aid wisely distributed. Every other southern state save Oklahoma has the county unit system. Not fewer than one-half of the states are organized in whole or in part under this system. Cities may or may not be included in the unit. The principles of county unit have always been applied to schools in every American city. Support of county government applies the unit principles. What might such a system do for the schools of Washington county?

In 1921-1922 the assessed valuation of the county was \$13,200,804. With 265 teachers in the county every schoolroom had an average taxable wealth of \$49,814 back of it, which on a twelve mill levy, would have provided \$598 toward its support. The 13,791 census children that year brought an average of \$156 to each schoolroom from the \$3 county and state apportionment. Thus an average of \$754 was provided for the support of each room. To make a total of \$1,000 per room the state would have had to give an additional sum of \$246. If Fayetteville, the county seat, were excluded from consideration in the unit, the data here given would read \$41,994 average taxable wealth, \$504 from local tax, \$147 from county and state and \$349 additional appropriation needed for \$1,000 per schoolroom or teacher. The same year Fayetteville had an assessed valuation of \$102,942 per room, on which it realized \$1,236 by

local tax, and in addition received \$213 from county and state.

While the county unit system equalizes educational advantages and school tax rates within the unit, a wise distribution of state aid is further necessitated to equalize such advantages between counties. In California the state and county apportionment is \$800 per teacher and an additional sum according to the number of pupils in average daily attendance. For every day a child is in school this plan earns for the district that much additional aid, which now amounts to \$60 per child per year, in place of \$3 or more as here. Full regular attendance is encouraged.

The best solution of our rural education problem seems to be in large state aid, in county unit as a school tax unit, and in legal provisions that will distribute funds on basis of relative need in the schools for teachers well qualified for their work and on basis of the average daily attendance of pupils in long term schools.

TUITION RATES AS REPORTED IN NEW JERSEY

The State Education Department of New Jersey has recently compiled information concerning tuition rates in the 21 counties of the state for the year 1923-1924.

Of the entire list of counties, the largest amount in tuition is received in Bergen County which reports a total of \$1,860 for high schools, \$1,310 for elementary schools, and \$1,392 for primary schools. The smallest amount received was in Passaic County, with a total of \$525. The highest amount for high schools was \$1,860 reported for Bergen County, and the smallest amount was \$215 for Passaic County. The highest amount for elementary schools was \$1,385 in Morris County, and the lowest was \$110 in both Burlington and Hudson Counties. The largest amount received for primary schools was \$1,392 in Bergen County, and the smallest amount was \$50 in Salem County.

Of the total enumeration, three counties reported tuition charges in high schools amounting to \$1,000 or over; two counties had amounts in elementary schools of \$1,000 or over; while two counties had amounts in primary schools amounting to \$1,000 or over. Thirteen counties had high school amounts of less than \$500; fourteen had elementary school amounts of less than \$500, and eleven counties had primary school amounts of less than \$500.

The list of counties and the amounts reported for each are as follows:

Tuition Rates Charged by School Districts in Counties in 1923-1924

| County | High School | Elementary School | Primary |
|------------|-------------|-------------------|---------|
| Atlantic | \$ 435 | \$ 285 | \$..... |
| Bergen | 1,860 | 1,310 | 1,392 |
| Burlington | 540 | 110 | 90 |
| Camden | 500 | 625 | ... |
| Cape May | 500 | 275 | 100 |
| Cumberland | 365 | 265 | ... |
| Essex | 1,000 | 555 | 220 |
| Gloucester | 500 | 770 | 800 |
| Hudson | 390 | 110 | 100 |
| Hunterdon | 420 | 587 | ... |
| Mercer | 403 | 380 | 105 |
| Middlesex | 495 | 494 | 449 |
| Monmouth | 760 | 466 | 220 |
| Morris | 1,085 | 1,385 | 1,315 |
| Ocean | 350 | 365 | 365 |
| Passaic | 215 | 155 | 155 |
| Salem | 220 | 410 | 50 |
| Somerset | 380 | 600 | ... |
| Sussex | 280 | 580 | 534 |
| Union | 625 | 391 | 406 |
| Warren | 390 | 223 | 65 |

Distribution of Schools According to Size of Play Space

| No. Sq. Ft. Per Pupil | No. Schools |
|---------------------------|-------------|
| None | 1 |
| 10 to 15 | 3 |
| 15 to 19 | 9 |
| 20 to 24 | 6 |
| 25 to 29 | 9 |
| 30 to 34 | 5 |
| 35 to 39 | 2 |
| 40 to 44 | 5 |
| 45 to 49 | 2 |
| 50 to 54 | 2 |
| 55 to 59 | 4 |
| 60 to 64 | 4 |
| 65 to 69 | 2 |
| 70 to 74 | 1 |
| 75 to 79 | 2 |
| 80 to 84 | 1 |
| 85 to 89 | 4 |
| 90 to 94 | 1 |
| 95 to 99 | 2 |
| 100 to 150 | 2 |
| 150 to 200 | 3 |
| Over 200 | 3 |
| Total | 65 |
| Median or average size 39 | 9 |

Centralizing Tendencies in the State and County Educational Program of Kentucky

W. R. Martin, Principal Waddy High School.

Prior to 1908 the unit of school government in Kentucky was the school district, "measured by the child's legs." The county functioned as the unit of taxation, of legal records, of justice and of executing the law, but that important activity of the people, school government, remained where early colonial isolation had originated all functions of government—in the small district. The executive destinies of these districts were presided over by a triumvirate of trustees, usually honest and honorable men, but often lacking in an intelligent conception of the duties to be performed, because the restricted scope of their duties of office did not bring them in contact with the more efficient practices and higher ideals relating to the management of the schools. But however honest and honorable these trustees may have been, no one will deny that their work, as a whole, was inefficient. The office was ever a thankless job. He who faithfully tried to do his duty while in office expected nothing but unpopularity, enmity, and strife. He incurred the displeasure of the taxpayer. He was subjected to the enmity of kinsmen, of rejected incumbents, and unsuccessful applicants. No wonder that good men refused the office. State Superintendent of Public Instruction James H. Fuqua (1903-1907), in speaking of the trustee, said, "Even in the most intelligent districts, it is hard to find three men who take a broad and enlightened view of the purpose and scope of public education. As a rule very little interest is manifested in a trustee election, unless a teacher's personality or the avoidance of or revenge for a local tax brings out the voters. These contested elections because of the smallness of the territory nearly always result in two opposing factions and the school is lost sight of in the neighborhood warfare." In his biennial report (1905-1907) Superintendent Fuqua stated that the county superintendents of the last ten years had condemned the trustee system and had urged a county board system. He said that one-eighthieth of the population of Kentucky were school trustees, or 25,000 in all; the average number per county was 200. His successor Mr. J. B. Crabbe (1907-1909) estimated that over 5,000 of the white trustees could neither read nor write.

The legislature of 1908 was styled the "Educational Legislature." It brought about what Superintendent Hamlett, in his "History of Education in Kentucky," calls the third of The Four Fundamental Changes.¹ This was the enactment of a bill known as House Bill 141, The Sullivan bill, or the County Board bill, which passed both houses of the general assembly and was approved by the Governor, March 24, 1906. This law provided that the county should become the educational unit. School taxes were to be collected as other taxes and by the same officials. It created a County Board, having charge of salaries, finances and the distribution of funds. It divided the county into four, six or eight divisions, each managed by a division board of education, which selected the teachers for the schools in its division. These division boards were composed of the one trustee from each school, or subdistrict, elected by the qualified voters in each district. The trustees of the schools in each division board, elected one of their number as chairman. The chairmen of

the division boards were ex-officio members of the county board of which the county superintendent was ex-officio chairman. The county board was given power to levy a tax, for school purposes, not to exceed twenty cents on the dollar, and a capitation tax of one dollar. This law divided the work of the old local or district board of trustees between the county board which levied the taxes, the division board which elected the teachers, and the local trustee who nominated the teacher to the division board, and who served as official representative in supervising the school.

In 1910 the legislative committee of the Kentucky Educational Association recommended that vacancies in the office of sub-district trustee be filled by the county board instead of the division board. This committee also recommended that colored schools be under the jurisdiction of the county board of education and subject to the provisions of the County School District Law. The legislature of 1910 provided for a colored visitor to be elected by the negro voters in the district, whose duties were to be similar to those of the white trustee, save that he was not a member of the division board. In 1912 the legislature passed the legislation recommended by the Kentucky Educational Association changing the appointment to fill a vacancy in the office of district trustee, from the division board to the county board.

After the shock which followed these radical changes, there followed, if one may judge from the county superintendents' epistolary reports to the State Superintendent, a period of what one of them described as a "period of good healthy growth." Some minor changes were made to make the law more effective in its working. The law of 1916 changed the place of organization of the division board to the office of the county superintendent. But while the legislature was making some slight changes in the school laws, educational leaders were looking forward to something better. Superintendent Hamlett in his 1915 report, said, "This system of securing the county boards in this state has been pretty severely criticized by certain students of educational problems of wide experience. These students of school problems contend that the county board of education should be elected from the counties at large, regardless of districts or educational divisions, just as the city boards of education are elected in cities like Louisville. They contend that these county boards, once elected by the people, should then appoint or elect, one trustee in each sub-district to look after the local needs of the school and to recommend teachers to the county board. Under this system the teachers would be elected by the county board of education itself. There are many other thinkers in the state who are of the opinion that the division board of education is a useless appendage of the school system. They think that the county board should ratify the recommendation of the local trustee as well as the division board; that it would make the system much simpler, and that the work would be done better.

"There is no question that the one trustee system, as at present administered is very unsatisfactory in certain parts of this state."

The report of the legislative committee of the Kentucky Educational Association recommended that the county superintendent be employed by county board instead of being elected by popular election.

The legislature of 1920 created a new county board consisting of five members, elected by the people from the county at large. This board was made the governing authority of the rural

schools, just as a like board is the governing authority in the cities. The board members were nominated by petition and not by political convention or primary. Their names appeared upon a separate ballot without party emblem. A member of any party might vote for these members without scratching his ticket. The board thus constituted and elected, selected the superintendent without regard of residence or party affiliation. The board elected teachers on the written recommendation of the county superintendent. One member of the board was elected each year thus insuring a continuous body. In 1922 the law was altered so that the county was divided into five divisions, with one member elected from each division every two years, thus changing the board to a non-continuous body.

II. The County Superintendent

Few of the school children of today would recognize the county superintendent's office of 1908. His office was located in a little back room, furnished with chairs, tables, and desks of the ancient secretary type. Piles of musty papers littered his desk over which a pall of dust had settled as if to forbid the touching of sacred documents by unhallowed hands. Although elected by the people as the head of a county school system, his office did not take up his entire time. Superintendent Colvin says of the county superintendents of this period,

"While out of office these superintendents were not supervising the schools. Some superintendents were practicing law; some were selling insurance; many were farming. The superintendency with these superintendents was merely a side line. These superintendents were compelled to engage in other businesses in order to earn a living for themselves and their families because of the poor salaries paid."

The superintendent of schools was little better than a part-time clerk. He kept records in a very hazy fashion. He conducted the examinations for teachers and paid their salaries. Of supervision there was none. True, under favorable conditions, he visited the schools once a year but his visits were at best inspectional; more often they were merely exhortatory. What school boy of twenty years ago does not recall the ringing speeches of the county superintendent when he made his annual visit? The change from this type of county superintendent has been gradual and some are yet in the transition. In 1907 State Superintendent Fuqua recommended that the salary of the county superintendent be made sufficient to enable him to devote his entire time to the duties of his office. State Superintendent Crabbe recommended that the salary of the office be set at a minimum of \$600 and a maximum of \$1,800. The law of 1918 fixed his salary at from \$600 to \$2,500, with the provision that he devote all his time to the duties of the office. But every four years he has been elected by the people, at the same time, and on the same ballot with other political office-seekers. Although the duties of the office are professional, the office remained political. The tenure of the county superintendent was dependent upon his ability to win votes and not upon his ability, faithfulness, and performance of duty. The Kentucky Educational Association, in 1915, recommended that the county superintendent be elected by the board of education. The law of 1920 made the county superintendency an appointive office and the superintendent was chosen by the board of education. The superintendent was made secretary and treasurer of the board. He was given

¹ The Four Fundamental Changes. (Hamlett).

1. The Schools were made free. (1850).
2. The State fund was made ample to do its work (1868).
3. The system was changed from a district to a country system. (1908).
4. The system of paying teachers was changed from a non-merit to a merit system. (1912).

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power to nominate teachers and to place them after election. The law of 1922 removed the duties of treasurer from the county superintendent. It required the county board to elect a treasurer who is not a member of the board. In 1924 the legislature took a step away from centralization when it removed from the county superintendent the power of nominating and placing teachers and placed it in the hands of the district trustee, where it had been prior to 1920.

III. The State Department

The State Board of Education is an ex-officio board consisting of the state superintendent, the attorney general and the secretary of state. This type of board had been condemned by school administrators and teachers' associations for years. In 1910, the legislative committee of the Kentucky Educational Association, recommended "That the present state board of education and the present state board of examiners be abolished and that a state board of education be substituted therefor, consisting of seven members as follows:

"The state superintendent of public instruction, chairman ex-officio, the attorney general, the commissioner of agriculture and four professional schoolmen appointed by the state superintendent of public instruction."

State Superintendent Crabbe recommended to the legislature of 1908:

"The state board of education should be a professional body instead of the present ex-officio board. To this board should be given the general supervision of finances, the power to enforce school laws and to make such supplementary regulations as may be necessary for the efficient administration of the schools. I suggest that the board prepare all the examination questions for teachers' certificates, supervise the conduct of the examinations and the grading of all papers and issue certificates."

The Educational Commission created by the legislature of 1908 in its report recommended a professional board of education composed as follows: "The board of trustees of the state university shall appoint two members of the faculty of that institution, the boards of regents of the eastern and western normal schools shall each nominate one from the faculty of their respective institutions, and the Kentucky College Association, incorporated, shall nominate two from the faculties of the colleges included in its membership. By and with the consent of the senate, the governor shall appoint one from each of these three groups of two eligibles, together with one city superintendent, one county superintendent and one teacher actually engaged in common school work. These six appointees after taking the oath required of all state officers, shall constitute with the state superintendent, the Kentucky State Board of Education."

In 1913 the legislative committee of the Kentucky Educational Association recommended, "That a state board of education composed of eleven members, four of whom shall be laymen, be created at once."

The Bachman Survey says, "The educational machinery of the state is antiquated and inadequate. The state board of education by reason of its makeup, is incapable of performing the functions that naturally fall to such a body. If the schools are to be effectively administered, the present ex-officio board of education must be replaced by a properly constituted board."

But little headway has been made toward changing the state board. When a bill was introduced in the last legislature, creating a properly constituted appointive board, two of the members of the present board appeared before the legislature and opposed the bill on the grounds that it would take away some of their power and prestige. In the opinion of leading educators of Kentucky a new state board is necessary. To make the legislature see the light

A TRIAL OF STRENGTH

The same love of adventure which takes men to the South Pole, the same passion for a conclusive trial of strength which leads some men to welcome war, can find in creative thought an outlet which is neither wasteful nor cruel, but increases the dignity of man by incarnating in life some of that shining splendor which the human spirit is bringing down out of the unknown. To give this joy, in a greater or less measure, to all who are capable of it, is the supreme end for which the education of the mind is to be valued.—Bertrand Russell.

is one of the great problems confronting all teachers.

There is a tendency toward changing the method of choosing the state superintendent. He is now an elective officer and as such is dependent upon political power and prestige for his success in winning the election. Hamlett said in 1915, "A number of very earnest people are of the opinion that the state superintendent should cease to be a constitutional officer, become a legislative one and possibly that he should be elected by a board of education."

He himself contended that, "The best interests of the state require that the state superintendency remain as a great constitutional office and that the office be built up in dignity and importance through the years to come."

Mr. Gilbert recommended a constitutional amendment "making the state superintendent eligible to succeed himself and providing that he be elected by the people of the state on a non-partisan ballot, containing no party emblem and on a different date from that on which other state elections are held."

The Bachman Survey says, "The state superintendent, whatever his character, personality or training is handicapped by party connections, limited tenure and inadequate financial support. The state superintendency must be taken out of partisan politics; the office must be placed on a professional basis, and its support must be made commensurate with its responsibilities and duties."

In 1922 an amendment which would have taken the office of state superintendent out of the constitution, thereby making it possible through the general assembly to have determined the method of selecting the state superintendent and to have prescribed his qualifications, salary and tenure of office was submitted to the people. In commenting upon the result of the election Mr. Colvin said, "The opposition to the amendments, we are constrained to believe, was due to misunderstanding and misapprehension, rather than objection to the principle involved. The results show that hardly one-fourth of the voters voted either way on the amendments, and of those voting the majority were opposed. The state superintendent remains a constitutional officer elected on a party ticket and is ineligible to succeed himself."

The present method of allotting the state common school fund causes a deplorable degree of discrimination between opportunities afforded the pupils of the different districts. An effort



has been made to secure legislation tending to treat the educational interests of the state as one great whole. In 1922 an amendment seeking to give the state department ten per cent of the school fund for distribution according to the needs of districts failed to carry at the polls.

IV.

The school system of Kentucky prior to 1908 lacked much of being a connected, harmonious whole. There was no provision for county high schools, no common school system leading up to a high school nor high school leading up to the state university. The system was disjointed and disconnected. At one end were the district schools; at the other was the university. Attempts to bridge the gap were made by private tutors, academies, the high schools of a few cities, and even by the university through its academy. The law of 1908 presented a solution to this difficulty in its provision that "a system of county high schools shall be established within two years. These high schools were to be classified as first, second and third class, maintaining a four-year, three-year, and two-year course of study."

The law unified the school system so that today the rural, as well as the city boy or girl, may go from the primary grade, through the county high school, and then on to the university. The establishment of these high schools has acted as an incentive for stimulating improvement in the elementary schools. Consolidation is the result of an effort to maintain better rural schools. The consolidated school has solved the problem of classifying and grading the rural boy and girl. Mrs. M. L. Hall, County Superintendent of Shelby County, says, "The tendency to centralize is so strong that the little isolated one-teacher school is rapidly becoming a thing of the past. One cause for this rapid change has been that the tenant is now realizing as never before the importance of giving his children an education equivalent to that of his landlord neighbor. This can be done in no other way than by sending them to the same class school; he is no longer content with the little one-teacher school for his children while the landlord's children go to the centralized school. Another cause for this increasing tendency toward centralization is making the high school tuition free. When the larger children go to the high school the parent finds it is little more trouble to send all, and after once attending the larger school, there is no such thing as turning back to the little schools. Nothing so convinces as the school itself, and after sending the children one term there is never further objection."

In providing better schools, better teachers, more effective instruction, the consolidated schools play a great part in keeping Kentucky's future citizens in school. The consolidated school is the only hope of giving the two million and more rural boys and girls who must of necessity turn to city life in the next ten years, an educational preparation on a par with that given his fellow in the city. Consolidation can not be made a local issue; it must become county-wide. But in attempting consolidation in the backward districts let us not be harsh upon those who have gone before because they are reaping all the benefits of consolidation. Let us remember that through their initiative the project was tried and from their bold experiments the case for consolidation has been proven.

To what end shall we extend centralization? Let us hope that we are not too visionary when we say that centralization should come in supervisory, executive and administrative authority in schools and in the attitude of the citizens of the state until the attitude toward the school system becomes state-wide and the educational opportunity is equalized within Kentucky.

The Transportation of School Children¹

T. L. Head, Assistant Superintendent of Education, Montgomery County, Ala.

Divisions of the Subject

Two principal ideas present themselves to one's mind when the subject of Transportation of Children is mentioned. One of these is children, and the other is a school bus. All ideas—of roads, drivers, garages, teachers, and principals—are subsidiary to the two principal ideas. Since our time is limited, and since the children are the more important of the two—as the object for which transportation was created—I shall not in this discussion touch on the subject, the bus. Please do not understand me to imply that this division of the subject is unimportant. The very life of transportation is bound up in the proper selection and care of the bus, and any neglect of it will surely result in a large tax of both money and worry.

I believe that superintendents should always give first and last consideration to the welfare of the children. Dollars and credit can replace school busses, but may be powerless to give back the life, health, and morals of a child who has been robbed of them through carelessness in a transportation system. This is why in the short time allotted me I shall attempt to discuss only the children as a division of our subject.

The Lives of Children

I wish to lay down this proposition: If the state engages in transportation of children to school, the state is under obligations to make that transportation safe to the lives of those children. As nearly as possible all dangers to life should be removed. In detail, some of these obligations are:

(a) *To keep in good repair roads upon which school busses must travel.* I am aware that you are wondering how this is to be done. All of us recall that a few years ago we were attending good roads meetings which were being held all over the country. We are still familiar with the "good roads programs" which were sent out by the Alabama state department of education, and how practically every school in the state observed "good roads day." This continued for several years. We remember going to the county sites to meet the processions of path-finders, and hearing them speak on the importance of good roads. In our minds, we can now see some of the leading men in the community standing by the side of the automobiles of the path-finders, and we can now hear these men asking the visitors about the roads in general, and how the cars pulled up a certain famous hill a few miles away on the itinerary. The result of these campaigns of publicity was the creation of a state highway commission with an entire building for offices; and the voting of a twenty-five million dollar bond issue to match another twenty-five million dollars made available through the United States government. It will not be questioned that the schools were an important factor in bringing about this result.

Will the school now falter in the very much smaller campaign of creating public sentiment to have kept in good repair the few roads over which school busses travel? Put busses on with the understanding that they are to stop as soon as roads get so bad that the busses can't travel over them. You may have to take a bus off once, but the chances are it will not be necessary to repeat the process. It is not always hard to get the cooperation of the people if the superintendent will go among them and get the people to realize that his motive is to try to protect the lives of their children. Appeal once more to good roads day, and invite the board of commissioners to be the path-finders.

¹Extension of a talk before the county superintendents of the Alabama Education Association.



(b) *To eliminate grade crossings.* In most counties the public roads were laid out before the coming of the railroads. When the railroads came, it seemed they crossed the public roads as many times as they could. When we began to improve the public roads, it frequently happened that the old survey was followed. This practice is now making it difficult to straighten out the public roads and to avoid the railroads. A condition was brought about which has become acute with the development of commerce and the arrival of the truck and the automobile. The daily newspapers too frequently carry articles telling about awful tragedies which happen at grade crossings. One does not need to have the training of a civil engineer to be able to reason that every grade crossing can be eliminated. In many places a mere straightening of the road will do away with most crossings. At other places the roads can parallel railroads until a place is reached where an overpass or a subway can be built. When one has gone through a tunnel under Chicago river, or has ridden in a subway, he is convinced that any railroad can be tunneled.

Some one may object to the cost. We reply that the cost is likely to be cheaper now than it will ever be again. If it were not, we should like to ask, What is the worth of a human life? It may be true that we shall not at once be able to accomplish everything we wish, but again the school comes in as a factor through which it may finally be done. No citizen should be neutral in such a matter as this so long as the lives of school children are in danger. Publicity of the right kind can eliminate every grade crossing in existence. Until they are eliminated, every one of them should be flagged before busses cross them. When we say a railroad crossing should be flagged, we mean that the bus should come to a stop at least ten feet away from the railroad track, a boy who has been designated as captain by the principal gets out of the bus and walks to the center of the crossing, looks both ways and then motions the bus to cross.

(c) *Employ drivers who can be trusted.* A most hopeful sign for the schools is the fact that superintendents have become very careful in selecting principals and teachers. With the aid of psychology certain types are easily recognized, and superintendents are taking advantage of this knowledge. The result is that capable principals and teachers are more frequently chosen.

The same discrimination should be practiced in the selection of drivers who are to be responsible for the safe transportation of school children. There are certain types to be avoided. Beware of the nervous man who can not control himself in a crisis. Beware also of the applicant who knows so much about driving an automobile that you can't get an opportunity to tell him just what you expect of a driver. The speedster is always on hand for a job. These

and other types are as readily recognized as are types of principals and teachers.

If it is true that a poor driver is dangerous to the lives of children who are being transported, then the state has no right to offer a contract without carefully selecting the driver, and in addition to that, reserving the right to cancel the contract if it develops that a mistake in judgment has been made in the selection. The most objectionable form of selecting drivers is to offer the position to the lowest bidder. If school boys are to be used for drivers they should be closely supervised, and even more carefully selected than adult drivers.

(d) *To maintain busses in good condition.* School busses have no power to correct their own defects. Due to vibration, nuts and bolts will work loose, brake linings will wear and parts will need to be replaced. Oil should be regularly applied where needed. I am not thinking now of the preservation of the bus to save money—I am thinking of taking care of it in order that no accident may occur due to some defect in the bus. Please remember, when we are transporting children, the child is always our first consideration. Money and bus are studied after every safeguard has been thrown around the life of the child. To further impress my meaning, I call to mind a bus proceeding carefully along the highway when a cotter key gave way in the front wheel and the threads on the nut holding the wheel in place stripped. The wheel came off and rolled down an embankment five or six feet high. Fortunately the driver, who was a careful one, sensed that something was wrong and was able to stop the bus before the wheel came off and injury had been done the children. Similar mishaps may occur to a number of other parts of a bus. This being true, do we not arrive at the conclusion that we are in duty bound to maintain an organization whose duty it will be to examine regularly every part of the bus?

(e) *To maintain good discipline among the children while loading, enroute, and unloading.* Those of us who are in the business of transporting children have recognized two kinds of schools. One of these dismisses school and every child who is transported makes a break for the bus. At the same time the driver who has not before thought of dismissal starts for the place where the children should mount the bus. Both bus and children meet and there is a scramble to see which can get in first. There is another type of school. When it is dismissed for the day, some one of the teachers who is on duty that day goes at once to the bus, which has previously taken its position and is waiting for the children to mount it. The teacher stands by the bus and sees to it that the pupils get into it in an orderly manner. Some schools load the pupils in the order in which they dismount—that is the ones who live furthest get in first. This arrangement enables the children to dismount without stumbling over others.

While enroute children should not be required to be statues. They should be permitted to talk and sing if they wish. They have a right to be happy while in the bus, but this does not mean that they should scramble and tussle and throw hats out of the windows. There is on record a case where two youngsters began to quarrel on a bus. One was in the front and the other was in the rear. The youngster in the rear climbed out on the running board and while the bus was in motion was making his way to the front to hit the other boy on the head. In some manner

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he fell from the running board and was killed. Where was the driver of that bus?

The children should be unloaded as carefully as they were loaded. The door of exit should be controlled by the driver, and it should not be opened until the bus has come to a complete stop. If possible to arrange it, the captain of the bus should alight first and assist all girls and small boys to the ground.

(f) *By observing intelligently the rules of the road.* One of the modern evidences of the thinness of the veneer of civilization is that it is so easy for automobilists to revert to road hogs. Bus drivers are no exception to the rule. They become so accustomed to traveling a road that they forget to give half of it to the man who is coming from the opposite direction. If it happens, when another car is approaching, that two fools have met, there is danger of a collision. On the other hand, the driver must not be the type who is so accommodating as to give all the road and go into the ditch. He must keep his mind continually on the road and pass safely all vehicles which he meets.

The Health of Children

If the state is to transport children, it is not only responsible for their lives, but also for their health. The state has no right to force children to enter a transportation system that is dangerous to their health. To preserve the health of the children it is necessary:

(a) *To arrange routes of reasonable length that will pass as near as possible to the homes of the children.* Routes should not be too long, and children should not be required to get up too early in the morning in order to catch a bus. There are children who get on busses before seven o'clock in the morning. Usually busses which start so early make two trips. Since the bus spends the night at the end of the line, the children who get on first in the morning are the ones who get off last in the afternoon. Double trips of long length are a hardship on some children, and should be avoided when possible to do it. In mapping out bus routes the aim should be to have the bus go as near as possible to the home of the child. Back-tracking should be reduced to the minimum.

(b) *Keep the bus dry and warm.* School busses should not be permitted to stand out in the rain and damp air. When the children get on it, the bus should be dry and it should be warm. If the windows are kept closed, the climate in the south is not so cold that the bus will need to be artificially heated. Further north the bus will need some heat to make it comfortable. This can be secured by utilizing the heat from the exhaust pipe. There is little chance for the child to escape colds if he walks in the rain to meet the bus, and sits with damp feet an hour before arriving at the schoolhouse where he can dry them. We should take these things into consideration when planning transportation routes.

(c) *Abolish the use of curtains.* You may not agree with me when I make the statement that in my opinion the drop curtain is not conducive to the health of the children who ride in school busses equipped in this manner. It is almost impossible to make comfortable a bus equipped with curtains. In the first place it is difficult to draw the curtains tight enough to exclude draughts of air; and in the second place if the curtains are drawn tight enough to exclude draughts the interior of the bus will be dark and stuffy. Think of twenty or thirty children being forced to remain shut up for an hour in so small a space as a bus. It certainly can not be a health resort for them.

(d) *Segregate at once children who have been exposed to contagious disease.* The contact of the children in a bus is so close that contagious diseases have full sway. If it is neces-

sary to segregate children, who have been exposed to some contagious disease, in a schoolroom, how much more necessary is it that it be done in a school bus?

The Moral Problem

The state is not only responsible for the lives and health of children, but is responsible also for their morals. Don't for a moment think that transportation is perfection. It has its drawbacks just as has everything else. We believe that children are safe when riding in a bus than when they have to walk to school, yet we can not be too cautious.

(a) *Teach that every bus load of children is a small community and that its members have rights that should be respected.* Some of these rights are: (1) to have a clean bus; (2) to have all rules governing the bus obeyed; (3) to be free from smoking and chewing tobacco; (4) to be free from all bad language; (5) to be free from others moving around in the bus.

(b) *If a child can't conform to the rules governing his little bus community, he should have withdrawn from him the right to ride on the bus.* It is seldom necessary to withdraw this privilege. In most cases children respond readily to organization. However, it sometimes happens that due to home influences, or otherwise, a child can not conform. When such a case is found there is probably nothing that can be done but to withdraw the privilege. The cases are very rare where this withdrawal should be made permanent. I have in mind a new principal who took charge of a consolidated school. Shortly after school opened and the busses began to run, two boys engaged in a fight on one of the busses. The case was promptly reported by the driver and the principal withdrew for three days from the boys the right to ride on the bus. It was easy for the children who rode in busses to that school to see that the

principal was in earnest. The result is that there has been no further trouble in discipline on busses operating from that school. The secret of the whole matter is that the principal began in time, and he keeps up with what is going on in the busses as well as he does with what is going on in the schoolroom. The conclusion of the whole matter is that if transportation is provided in the right way it is the safest and best method of getting children to school.

(c) *The school is responsible for the child from the time the child mounts the bus in the morning until he is put off it at the same place in the afternoon.* Theoretically the parent, or guardian, of the child meets the bus and delivers to the driver, the representative of the state, his child to be carried to school and instructed. The responsibility for the child is in the state until he is delivered by the driver to the parent in the afternoon. It happens that the parent does not come with the child to the bus every day, therefore it is necessary that an agreement be made of a place where the parent relinquishes and latter assumes responsibility for the child. This is usually at a point nearest the child's home, and which we designate as his station. Now, the child should be delivered by the driver to that station unless otherwise instructed by the parent of the child, or the principal who has charge of the school. A wise principal will require a request from the parent for the child to dismount from the bus at any other place than the child's station. Please remember, the child is the object for which transportation was created, and because of this his safety should always receive the major consideration. We can not throw too many safeguards around him, and any system is vicious if it does not adequately protect his life, his health and his morals.

School Building Standards

An Important Statement of the American Institute of Architects

The American Institute of Architects, at its convention in May, 1924, adopted a report of a special committee on school building standards. This report, which was several years in preparation, had the unanimous support of the committee, and is, perhaps, the most important statement on school building standards which has been made public by any group of experienced schoolhouse architects. The report was prepared by the following architects: J. O. Betelle, Newark, N. J.; C. B. J. Snyder, New York, N. Y.; Dwight H. Perkins, Chicago, Ill.; Edward B. Lee, Pittsburgh, Pa.; David C. Allison, Los Angeles, Calif.; John J. Donovan, Oakland, Calif.; James C. Hopkins, Boston, Mass.; F. A. Naramore, Seattle, Wash.; J. C. Llewellyn, Chicago, Ill.; Sidney F. Heckert, Pittsburgh, Pa.; and William B. Ittner, St. Louis, Mo., chairman.

School Building Standards

Part I

The initial questions in the development of school building standards are:

(1) What in the Planning and Construction of school buildings cannot and should not be standardized and why?

(2) What common elements in school buildings can be successfully reduced to definite standards?

(3) To what extent will standardization of common elements promote the development universally of better types of school buildings?

The Factors Essential to Successful School Buildings

The three factors essential to the successful building of schools are Plan Efficiency, Substantial Construction and Beautiful Architecture. Plan efficiency involves adaptation of the building plan to the educational program and type of organization. It also involves safety, good

lighting, successful ventilation, unquestioned sanitation and sane economy.

Successful adaptation is dependent on the skill of the individual architect and on his knowledge of school procedure, progress and tendencies. An architect cannot plan a school successfully unless he can visualize it as an operating unit, as an agency in action.

The architecture of a school, its esthetic appeal to youth and adults, is also dependent on the skill of the individual architect and on his power to create. Furthermore, since a successful exterior is but the evolution of a successful plan, the two essential factors, viz., plan efficiency and beautiful architecture are closely entwined.

There are therefore three distinct problems to solve in every school building project, the development of adaptation and architectural beauty, and the development and execution of the engineering phases of the building. If a school plant is efficiently planned for the educational program and the student body it is to serve; if it is "a thing of beauty and a joy forever," both within and without; and if it is substantially constructed, safe, properly lighted, ventilated and sanitary, then it should and will give one hundred per cent service, regardless of standards.

Adaptation the Keynote to Plan Efficiency Cannot Be Standardized

The greatest problem in present-day schoolhouse planning is that of adaptation to educational policies, needs and desires. Educational needs vary with every community and frequently with the various sections within a city. The development of every school plant, therefore, must necessarily become an individual problem. Educational needs, policies and desires are also constantly changing, consequently, the type of school plant must change in order to conform to the changing needs. It is evident then that adaptation to educational programs cannot be reduced to any rigid standards.

(Continued on Page 129)



NORTH JUNIOR HIGH SCHOOL.
WALTHAM, MASS.

Chas. G. Loring, Architect,
Boston, Mass.

A Group of Massachusetts Schoolhouses

Interesting Work of Mr. Charles G. Loring, Architect, Boston.

Standardization of schoolhouse design is an unattainable ideal. Just as human life is constantly changing and social conditions are improving, so educational theory and practice are being modified and broadened, and school buildings are keeping pace with each change and improvement. The standardization of school buildings can only apply to details such as the size of desks, windows, stairways, and even classrooms; but no set of standards can fully deserve that name if it is not constantly undergoing revision and improvement as educational standards and architectural practice move forward.

Each new school building must be approached by the educator and the architect with an open mind. Literally dozens of conditions of a local nature enter into the study of each new school building project. Every school has what may be termed a personality, which must be taken into account by the architect in the plan and in the exterior design. The successful building is the result of cooperation between the various school authorities, the architect, the members of the board, and interested citizens of the community in this study of a school, of its organization and management.

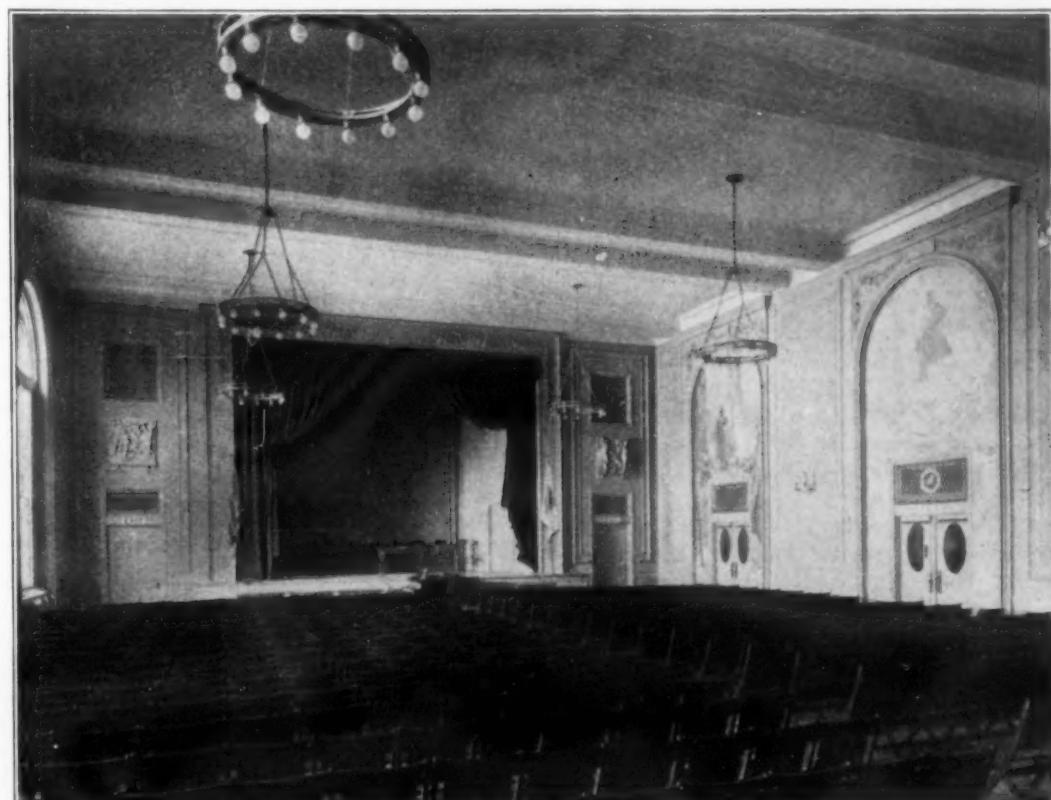
One set of plans for a perfectly successful school building in one community will not fit the needs of any other community. Concrete illustrations of this argument may be found in the auditoriums illustrated and described in the accompanying plans of schoolhouses in West Springfield, Waltham, Stoughton, and Everett.

The simplest of these auditoriums is the basement hall of the Center School Annex. Economy was the first consideration in the planning of this room because anything but the barest construction was out of the question. It was considered necessary to have the room for maintaining school spirit among the eight hundred children who attended the school. It

was not felt necessary that the room be high or that a clear floor area be provided for basketball, games, etc. The room provides ample space for all school gatherings and for recess play during the winter storms. Convenient rooms are adjacent for storing the assembly chairs. The row of windows on each of the long sides gives ample light and air, and waterproof floors and walls exclude any dampness. The height of the room is only twelve feet in the clear; but has been found ample for assemblies and school entertainments.

At the other end of the scale in elaborateness

and completeness in school auditoriums is the auditorium of the North Junior High School, Waltham, Mass. When this building was planned, there was in Waltham no municipal hall capable of seating seven hundred spectators and the school committee decided to develop the auditorium as a community meeting place. The school actually would need a room to seat less than 600 pupils; but it was felt that the room as planned and equipped would more than pay for itself in general service. The auditorium measures fifty to seventy feet over all and has adjoining it a stage with



AUDITORIUM WITH MURAL PAINTINGS AT THE NORTH JUNIOR HIGH SCHOOL, WALTHAM, MASS.



NORTH JUNIOR HIGH SCHOOL,
WALTHAM, MASS.

Chas. G. Loring, Architect,
Boston, Mass.

two small dressing rooms. On one side there are three large arched windows, and facing them on the opposite wall are three arched panels. A fourth panel is at the rear of the room. Each of the four panels is fifteen feet high and eight feet wide and has been beautified with a mural painting provided through the generosity of a public-spirited citizen. The painter was Mr. Russell T. Hyde, also a resident of the city. The paintings are patriotic and historic and represent, respectively, four important phases of the history of the city.

Another example of the adjustment of a school building to local educational needs and to the administration of a school is the combined auditorium and gymnasium in the West Springfield Junior High School. This large room may be divided into three parts by means of folding partitions and can be used independently at one time by three groups; an auditorium group, a boys' gymnasium class, and a girls' gymnasium class. Partitions between the three parts of the room may be entirely removed so that the room can be used for one great mass meeting or for an athletic meet, etc.

In the case of the high school at Stoughton, the auditorium and gymnasium have been combined in one unit, fitted with movable chairs and regular gymnasium equipment.

In the above brief description of four school auditoriums, only one phase of school planning has been considered. It illustrates how nearly impossible the standardizing of schoolhouses has become. The complexity of the problem will be further understood if we consider the general organization of the school and the necessary adjustments to administration and supervision which individual superintendents and teachers require in accordance with their personal views, community precedents, local social and industrial development, etc.

A further element which militates against standardization includes such physical factors as the site and slope of the land in relation to

the points of the compass and other natural surroundings. The elementary school at Winchester, Mass., is a case in point. This building appears to be a one-story school; but is in reality two stories high. It is placed on a steep slope, which separates the upper from the lower part of the school grounds. The adjustment is such that the large upper level can be used for an athletic field suitable for baseball, football, etc., while the smaller lower level affords space for a small playground for the kindergarten and first grade. To the rear of the building there is a complete range of classrooms with floors above the grade.

In the accompanying pages is a group of recent school buildings in Massachusetts, the work of Mr. Charles G. Loring, architect, Boston. These buildings illustrate in a very marked degree the fact that absolute standardization of schoolhouse design is not possible, and that adaptation of plan to educational and local needs is the first essential in any successful school building.

The Barnstable High School

The new high school at Barnstable, which is just approaching completion has been planned for a capacity of 305 pupils. The contract for

it was let December 11th, 1923, and involves a total expenditure of \$137,212. The building is 114 feet long and 93 feet wide.

The building has been so located on the lot that the rear of the basement is practically above grade. This has made it possible to provide the gymnasium with unusually high windows and to locate the classroom in one corner of the basement floor. The gymnasium measures 35 by 61 feet and has a floor seven feet below the level of the corridor. The large windows dividing the corridor from the gymnasium can be fully opened so that the corridor serves as a space for spectators. There are in the basement also lockers, showers and toilets for boys and girls respectively, a completely equipped room for domestic science and for noon-day lunches. The heating apparatus occupies a corner of the basement, and storage space for coal is provided in underground pockets outside the main building walls. Separate entrances are provided for the gymnasium and the boiler room.

The main floor contains five standard classrooms, each fitted with a wall wardrobe, a teachers' closet and a bookcase. Adjoining the left front entrance of the building, there is a



FIRST FLOOR PLAN
FLOOR PLANS OF THE NORTH JUNIOR HIGH SCHOOL, WALTHAM, MASS.
Chas. G. Loring, Architect, Boston, Mass.



STOUGHTON HIGH SCHOOL,
STOUGHTON, MASS.

Chas. G. Loring, Architect,
Boston, Mass.

public office and a private principal's office, fitted with a book closet, a large supply room, and a private wash room.

The auditorium may be entered by means of four doors from the main corridor. The room has a stage, two ante rooms, and is fitted with seating to accommodate three hundred persons.

On the second floor there are a commercial department, two classrooms, a drawing room, and a science room. The last mentioned is equipped with chemical hoods, wall cases, hot and cold water, and is furnished with modern

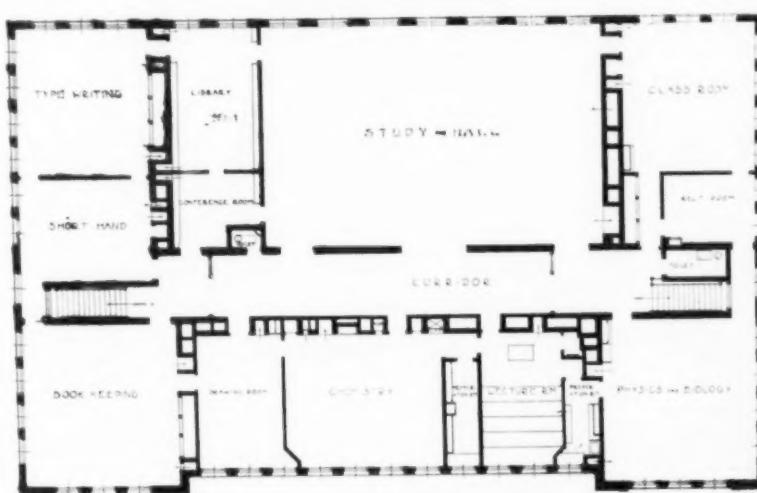
laboratory furniture. There are on this floor also an emergency room for teachers and pupils, a supply room, a special wardrobe, and a motion-picture booth for the assembly room.

The building has exterior walls of red brick, with cast stone, wood, and metal trim. The building is of semi-fireproof construction; the boiler room and heating apparatus, the corridors, and the stairway halls are entirely fire-

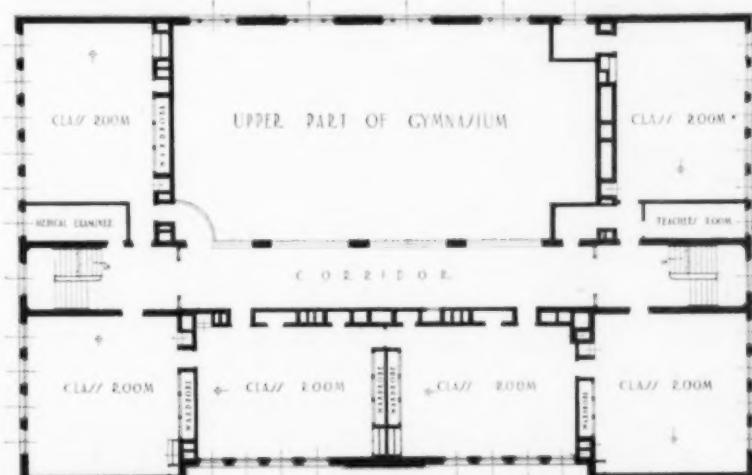
proof, while the classrooms, etc., are of ordinary wood-joist construction.

The Rumford Elementary School

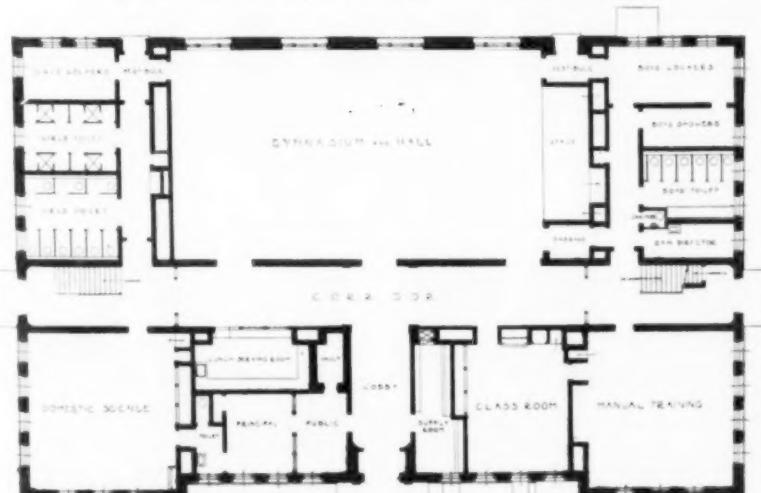
The new Rumford elementary school building at Winchster, Mass., is intended to serve the needs of a neighborhood community for grade school purposes. The building measures 137 by 64 feet and is built of red brick with cast stone trim, metal cornices, and a slate roof.



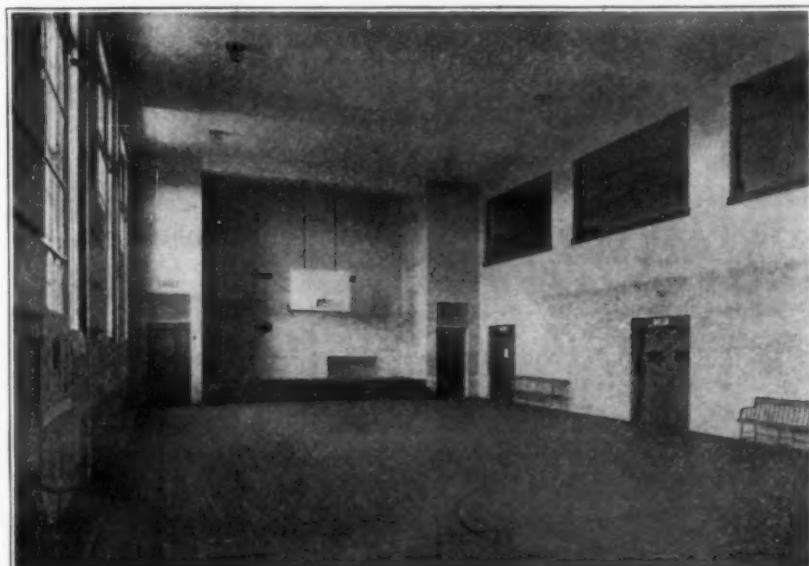
THIRD FLOOR PLAN, HIGH SCHOOL, STOUGHTON, MASS.



SECOND FLOOR PLAN, HIGH SCHOOL, STOUGHTON, MASS.



MAIN FLOOR PLAN, STOUGHTON HIGH SCHOOL, STOUGHTON, MASS.



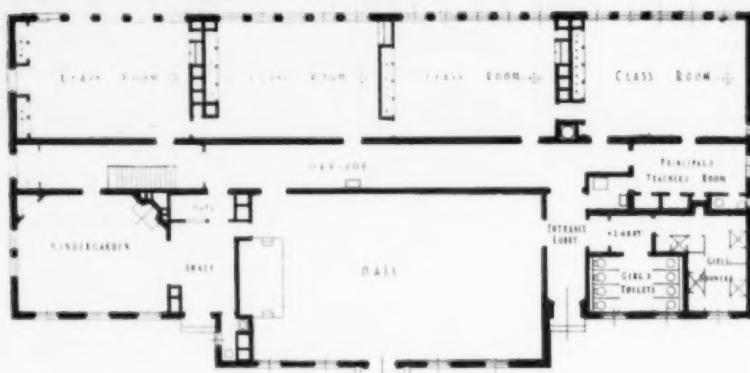
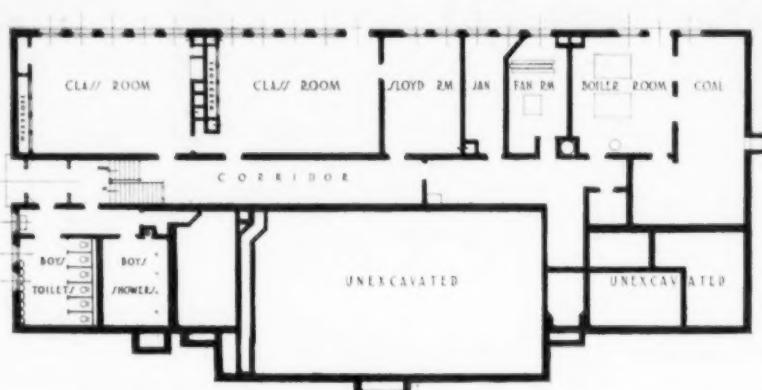
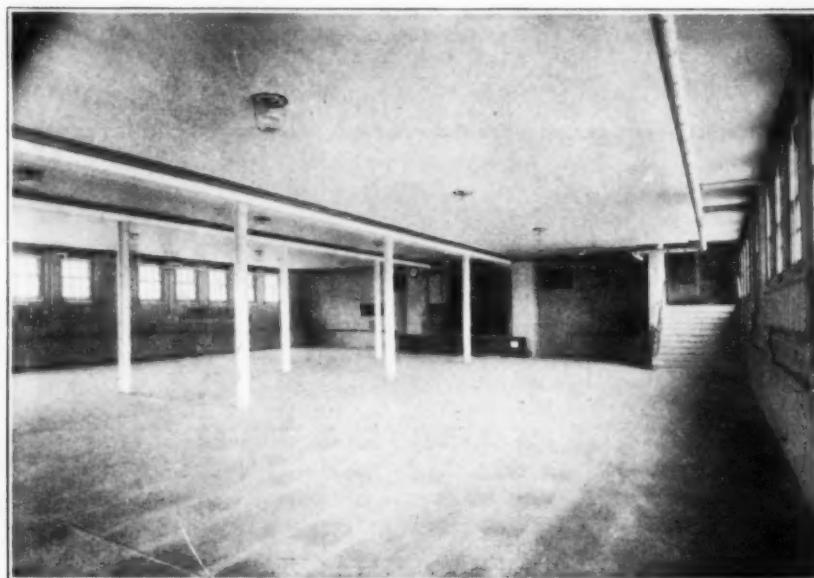
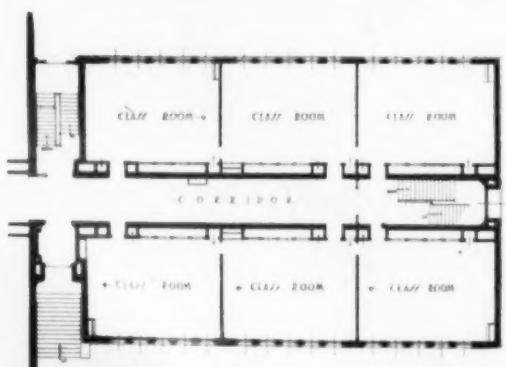
GYMNASIUM OF THE STOUGHTON HIGH SCHOOL, STOUGHTON, MASS.



NEW RUMFORD SCHOOL AT WINCHESTER, MASS.

*The New Rumford School at Winchester
Chas. G. Loring, Architect*

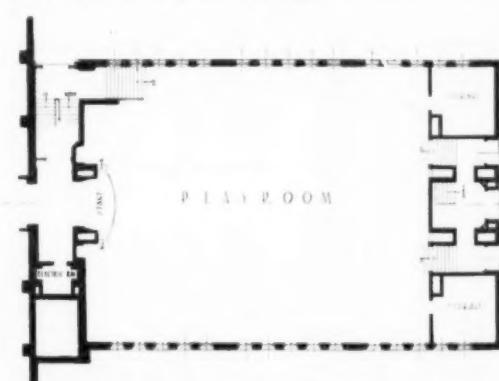
Chas. G. Loring, Architect, Boston, Mass.

MAIN FLOOR PLAN, WINCHESTER SCHOOL, WINCHESTER, MASS.
Chas. G. Loring, Architect, Boston, Mass.BASEMENT PLAN, WINCHESTER SCHOOL, WINCHESTER, MASS.
Chas. G. Loring, Architect, Boston, Mass.CENTRE SCHOOL ANNEX, EVERETT, MASS.
Chas. G. Loring, Architect, Boston, Mass.PLAY ROOM, CENTRE SCHOOL ANNEX, EVERETT, MASS.
Chas. G. Loring, Architect, Boston, Mass.MAIN FLOOR PLAN, CENTRE SCHOOL,
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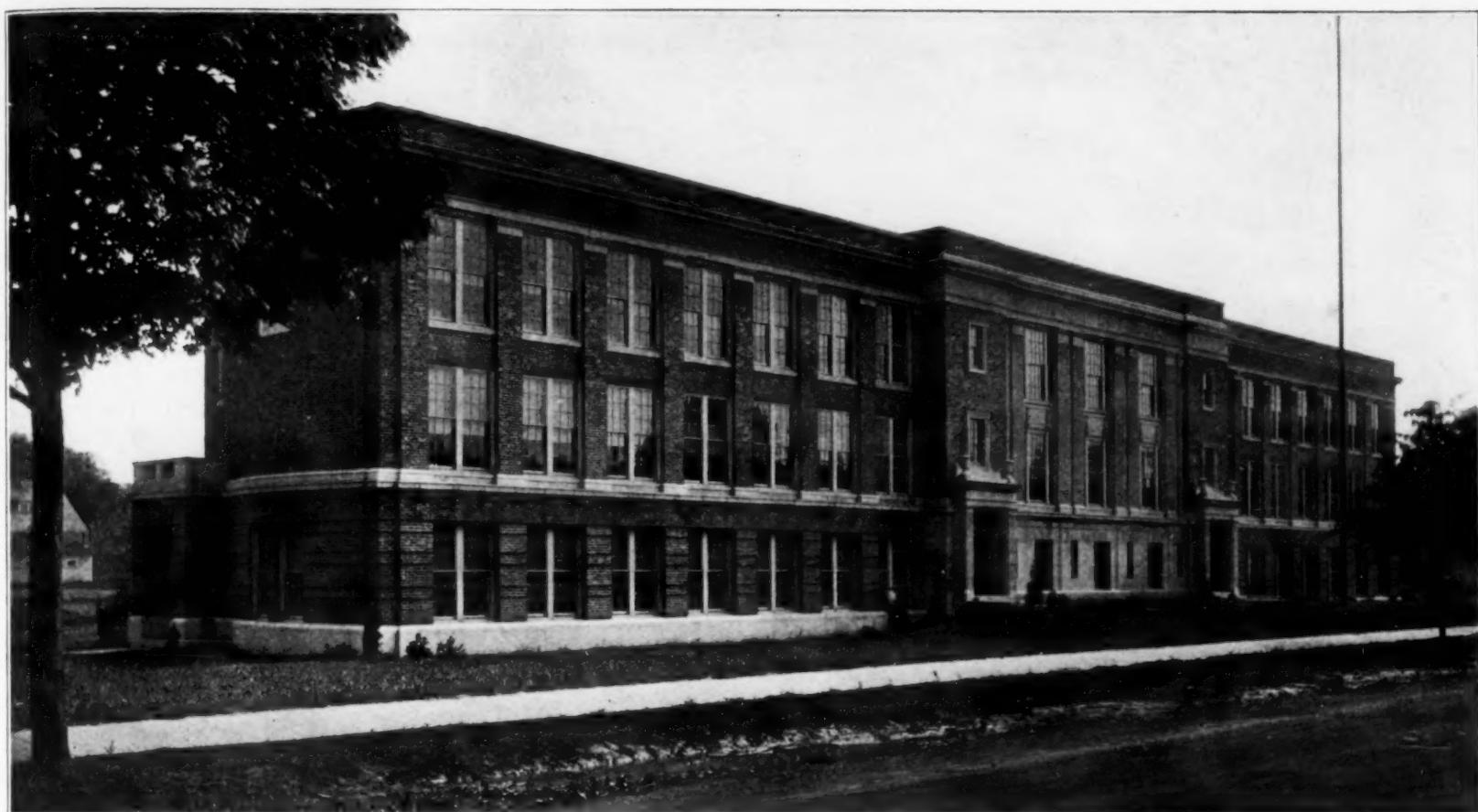
The construction includes fireproofing of the boiler and coal rooms and of the staircase hall. The remainder of the building is of ordinary construction.

As stated above, the building has been placed on a slope so that the rear of the basement is entirely above the level of the school playground. This has made it possible to place two standard classrooms and a manual training shop on the basement floor. On the same floor there are also boys' toilets and showers, a room for the janitor, a boiler and coal room, and a fan room.

On the main floor of the building there are four standard classrooms, each equipped with wardrobes, teachers' closets, and bookcases. The auditorium, which has a seating capacity of 270, has an outside entrance, a lobby entrance, a corridor entrance, and a rear entrance from the kindergarten annex. It is intended that the room shall be used for community purposes as well as for school assemblies; for gymnasium work and indoor play.

BASEMENT PLAN, CENTRE SCHOOL,
EVERETT, MASS.
Chas. G. Loring, Architect, Boston, Mass.

The kindergarten is one of the most interesting rooms of its kind to be found in a small elementary school building. It has a separate



JUNIOR HIGH SCHOOL,
WEST SPRINGFIELD, MASS.

outside entrance, a coat room and a toilet, and is fitted with an interesting fireplace which gives it a home-like aspect. The annex serves not only as an entrance lobby; but makes possible special kindergarten activities.

On the main floor of the building there are also a large room for the principal and teachers, fitted with a private toilet and wash room, wardrobes, and storage closet. The girls' toilets and shower rooms are on the same floor.

The building was contracted for in October, 1923, and the cost is \$82,531.

The West Springfield Junior High School

The new junior high school at West Springfield, Mass., has been planned for a capacity of five hundred pupils. The contract for it was let April 20th, 1923, and involves an expenditure of \$220,848. The building is 211 feet long and 104 feet wide.

The building contains three floors and a basement. The basement contains the boiler, coal and electrical rooms, two store rooms and a work room.

The first floor, which is entirely above grade, contains a hall, two shops with stock and tool rooms, two classrooms, administrative suite with principal's office and toilet, public space, a supply room and vault, a teachers' rest room, fan and janitor's rooms, and toilets for boys and girls. There is also a large lunch room for students who do not go home to lunch.

On the second floor there are a commercial suite, four classrooms, and toilets for boys and girls. On this floor also there is a combination auditorium-gymnasium, which is suitable for large meetings and for boys' and girls' gymnasium classes.

The third floor contains two classrooms, a science room with cabinets and preparation room, a library containing two conference rooms and work space, a teachers' rest room, and toilets for boys and girls. A book lift serves all floors.

There are four stairways at the four main entrances in preparation for the rear wings, which will contain a public hall, two gym-

nasiums, lockers and shower room, and additional classrooms and shops.

The building has exterior walls of Westfield face brick, with cast stone trim. The building is of semi-fireproof construction; the basement and main floors, the stairways and staircase halls and corridors of fireproof concrete construction.

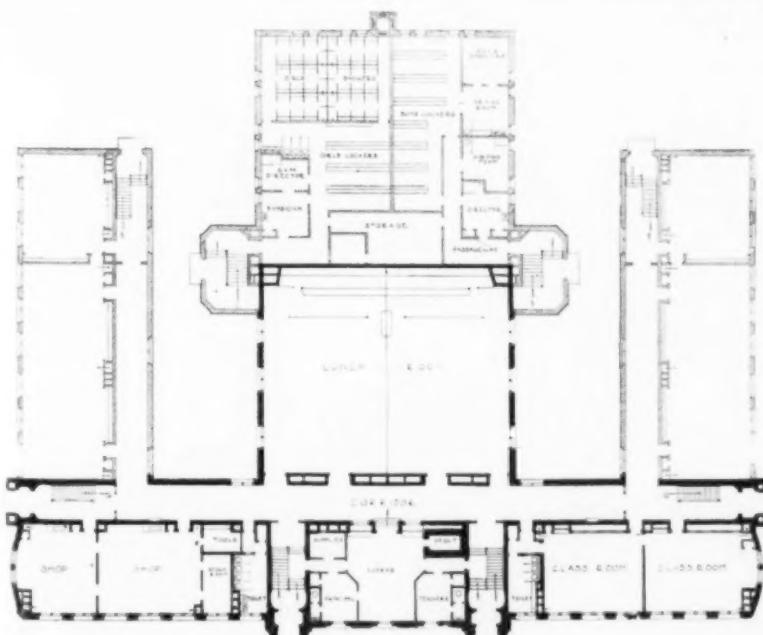
The heating is accomplished by means of a plenum fan system, supplemented by direct radiation.

The Daniel Webster Elementary School

The new Daniel Webster Elementary School at East Boston, Mass., has a capacity of 790 students. The contract was let September 16th, 1921, and involves an expenditure of \$238,710. The building is 142 feet long and 72 feet wide.

The construction is of red brick, with limestone trim and granite ashlar for the basement. The foundations are concrete piles and the construction is fireproof throughout.

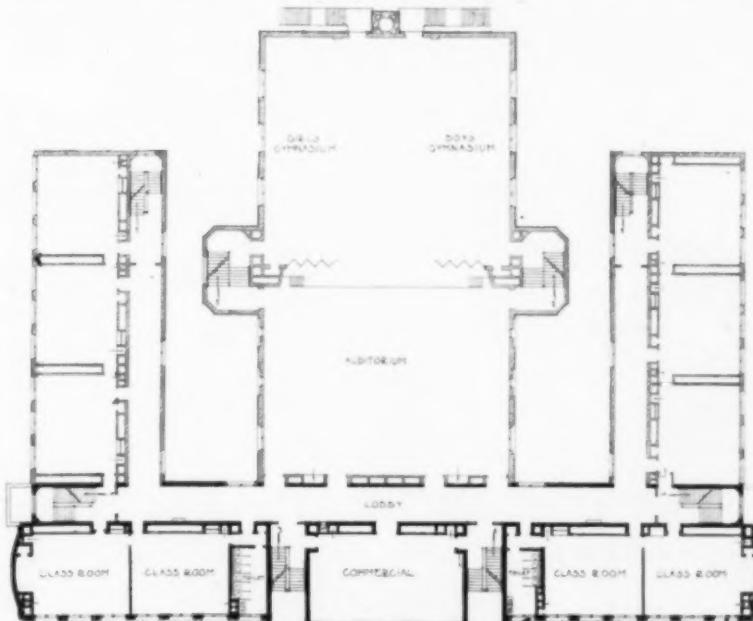
The building has two floors and a basement. The basement, which is above grade except for



MAIN FLOOR PLAN.

FLOOR PLANS OF THE WEST SPRINGFIELD JUNIOR HIGH SCHOOL, WEST SPRINGFIELD, MASS.

Chas. G. Loring, Architect, Boston, Mass.



SECOND FLOOR PLAN.



HIGH SCHOOL, BARNSTABLE, MASS.

Barnstable High School
C.G. Loring, Architect.

Chas. G. Loring, Architect, Boston, Mass.

the heating plant, contains the boiler, coal, fan and janitor's rooms, toilets for boys and girls, and four play rooms which have been converted into classrooms.

The first floor contains five classrooms, three kindergartens, each provided with a toilet, and two auxiliary rooms connected with the kindergartens.

The second floor has space for eight classrooms, a teachers' room with toilet, a nurses' clinic and an emergency toilet.

The Everett Parochial School

The Everett Parochial School at Everett, Mass., was planned to accommodate 640 pupils. The contract was let March 14th, 1922, and the building cost \$101,618. The structure is 125 feet long and 72 feet wide.

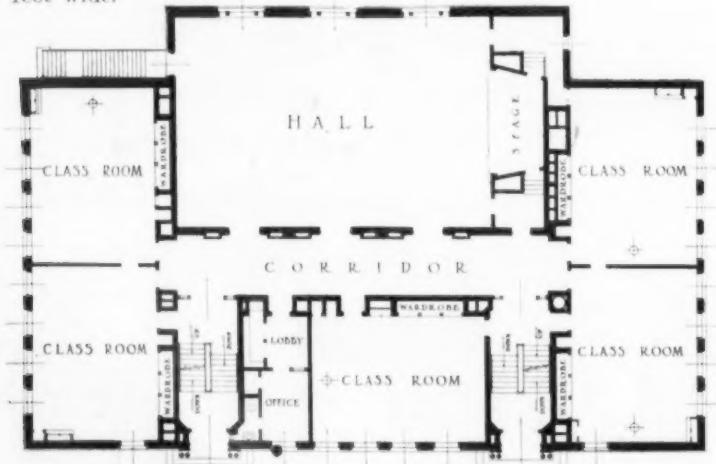
The building has two floors and a basement partly below grade. The basement contains the boiler room, fan, coal, electrical and janitor's rooms, toilets and play rooms for boys and girls, and storage space.

The first floor contains eight classrooms, a superior's office, waiting room, with private entrance, a toilet and supply room. The second floor also contains eight classrooms, together with a teachers' room, emergency toilet, and a large store room having outside light.

The building has exterior walls of red brick, with east stone trim and basement ashlar. The boiler room, coal and fan rooms, stairs and staircase halls and first-floor corridor are of fireproof construction.

The North Waltham Junior High School

The North Junior High School at Waltham, Mass., occupies a corner site with entrances on two streets. The building has been planned for 550 pupils and involves an expenditure of \$195,661. The building is 157 feet long and 125 feet wide.



MAIN FLOOR PLAN, HIGH SCHOOL, BARNSTABLE, MASS.

The building has two stories and a basement above ground. The basement contains a gymnasium fifty feet by 75 feet, a millinery and dressmaking room, cooking room and pantry, lunch counter for boys and girls, two shops and a manual training room with supply closet, showers and locker rooms for boys and girls, bicycle storage, boiler, fan and electrical and janitor's rooms.

The first floor contains an auditorium with stage and anterooms, eight classrooms, a principal's office with toilet and waiting room, a teachers' rest room and toilet.

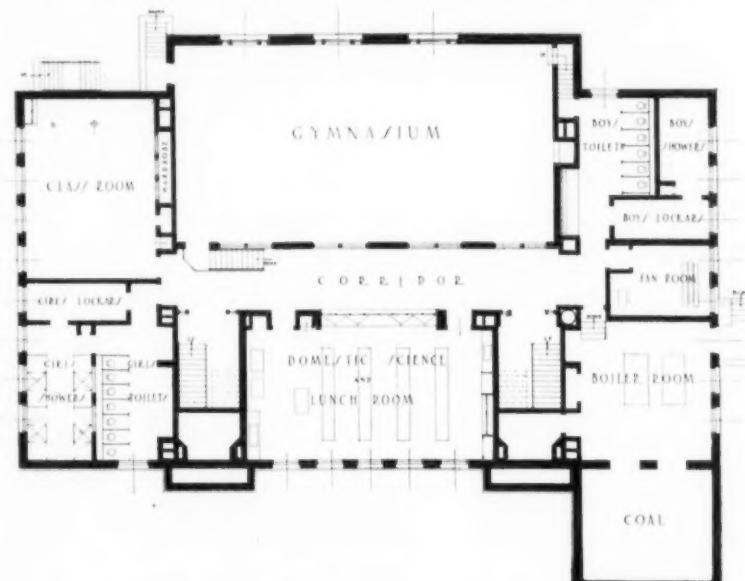
The second floor contains two science rooms, separated by a folding partition, three classrooms, two of which are separated by a folding

partition to form a study, a typewriting room, a commercial room, sun room, library, teachers' room, dental clinic with waiting room, nurses' room with toilet and bath.

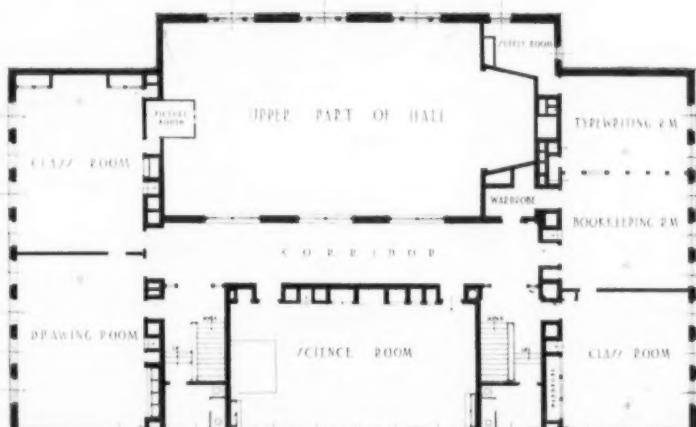
The building has exterior walls of Harvard water-struck brick, with east stone trim, and basement ashlar. The boiler, fan and coal rooms and the stairs and staircase halls are of fireproof construction.

The Stoughton High School

The high school at Stoughton, Mass., has a capacity of 350 pupils. The contract for the building was let in January, 1922, and involves an expenditure of \$123,730. The building is 122 feet, six inches long and 77 feet wide.

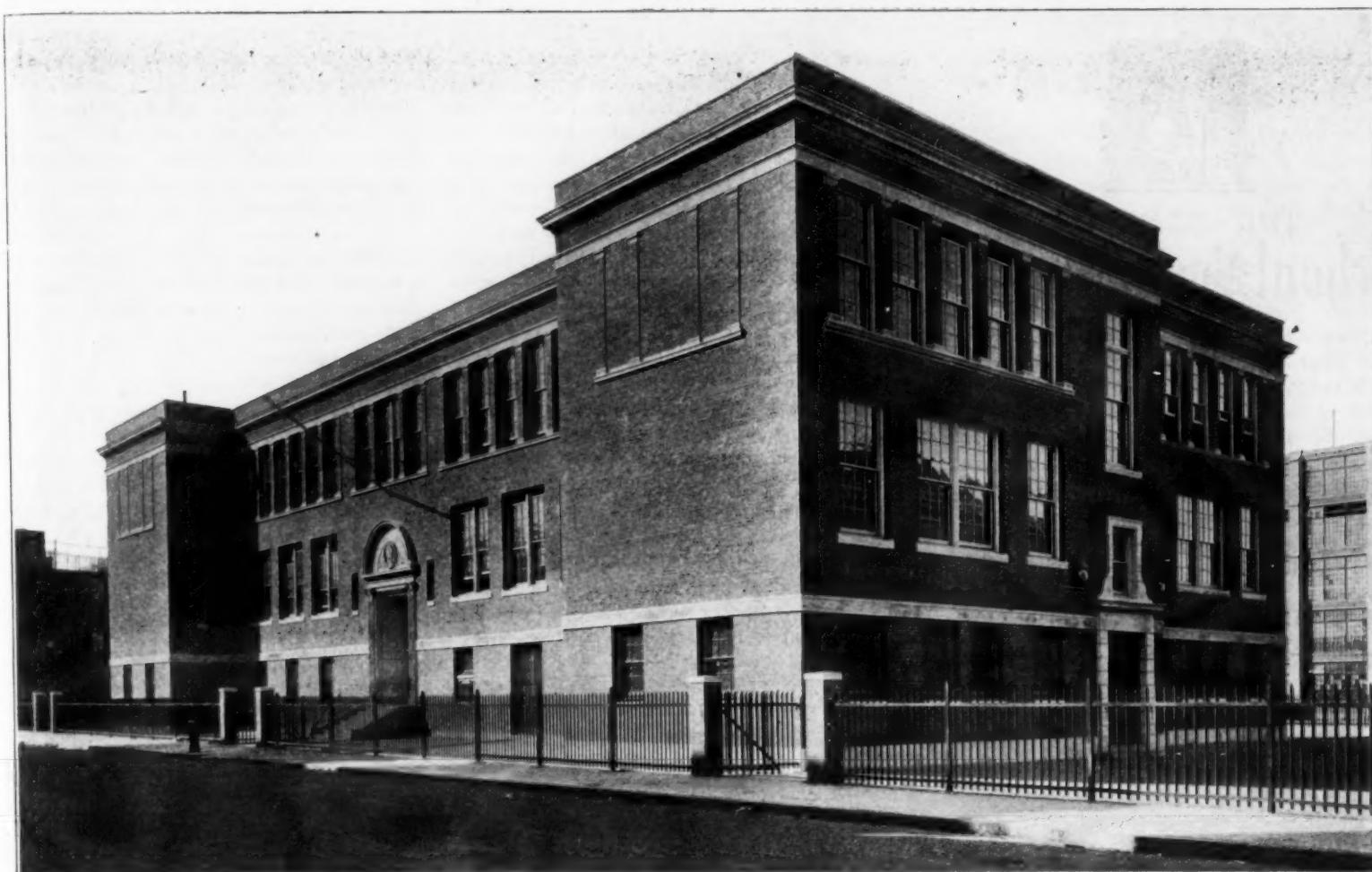


BASEMENT PLAN, HIGH SCHOOL, BARNSTABLE, MASS.



SECOND FLOOR PLAN, HIGH SCHOOL, BARNSTABLE, MASS.

Chas. G. Loring, Architect, Boston, Mass.



DANIEL WEBSTER ELEMENTARY SCHOOL,
EAST BOSTON, MASS.

The building has three stories above grade and a basement. The basement contains the boiler, coal and fan, electrical and storage rooms.

The first floor contains a combined assembly hall and gymnasium, toilets, showers and locker rooms for boys and girls, gymnasium director's office, principal's suite with vault, a classroom, manual training and domestic

science rooms, lunch counter and supply room.

The second floor contains six classrooms, a medical inspector's office, teachers' rest room and toilet.

The third floor has rooms for typewriting, shorthand, bookkeeping, and drawing, together with laboratories containing preparation rooms and locker room, a library, study room, one classroom, two recitation or conference rooms,

and an emergency toilet. A book lift from the supply room serves all floors.

The exterior walls are of Barrington brick, with limestone trim; the main floor is of concrete construction, while the stairs and staircase halls are of fireproof construction.

The heating is supplied by means of a plenum fan system, supplemented by direct radiation.

Chas. G. Loring, Architect,
Boston, Mass.



EVERETT PAROCHIAL SCHOOL,
EVERETT, MASS.

Chas. G. Loring, Architect,
Boston, Mass.

SCHOOL BOARD JOURNAL



THE AMERICAN School Board Journal

WM. GEO. BRUCE } Editors
WM. C. BRUCE }

EDITORIAL

MODERN SCHOOL ADMINISTRATION AS CONTROLLED BY PUBLIC SENTIMENT

Among the many considerations which come within the province of the average school administrative body, and which must be adequately dealt with, the element of public sentiment is ever present. It may be an elusive, uncertain, fickle and unreasonable something; but, nevertheless, it is there whether it be generated over the back fence of a neighborhood confab or found its origin in the editorial sanctum of a newspaper.

It is at all times the unseen factor which has its influence upon, and finds expression in, the deliberations engaged in by the school administrative body. If it were a constantly fixed and known quantity it would constitute a reliable guide post to official action. But, it is not. It is as subject to the whims and caprices of passing notions as it is to deliberate thought and reflection.

A misinformed, or half informed, public mind is always inclined to stand in defiant opposition to that which is expedient and sound. The collective mind is just as liable to unconscious changes as is the mind of the individual. It reacts with different results, with the passing of time, upon quite the same proposition.

In Indianapolis, Indiana, for instance, there has been a general clamor for more school accommodations. The community seemed to be unanimous in its judgment that, whatever the cost, ample school accommodations must be provided. And when the board of education had worked out a comprehensive program based upon existing needs, came forward with the cost sheets, and proved that only by an increased tax rate the several building projects could be realized, then public sentiment seemed less keen and less incisive. In fact the spirit of protest became manifest.

"For months and even years the school board has been besieged by people who demand better facilities for their children. Civic organizations have led in movements that would bring better physical school conditions to their communities," states the Indianapolis News in commenting upon the situation, and then continues:

"Whatever the school board has decided to do has been in response to an urgent public demand. The board has worked out a program according to the greatest needs. The people should know that none of the things for which they have asked can be given to them and their children unless the money to pay for them is forthcoming. The only source the school board knows is taxes, and to meet the program of another year the tax rate will have to be higher. Summed up, the situation is this: The patrons have won their contentions for improved school facilities. Now that the things for

which they fought are in sight, are they willing to pay for them?"

Exactly! Just as there must be consistency between the several stages of promise and performance, so there must be an acquiescence to the complete fulfillment of an expressed demand. Pride and patriotism are put to a severe test where the pocketbook is concerned. Men will voice a patriotic sentiment in public gatherings but fail to verify their sincerity when Caesar demands proof of that sincerity in a formal tax tribute.

After all, school administrative bodies can do much to mould public sentiment that will respond at the right time to needed tax exactations. A frank submission from time to time as to the exact status of things, usually makes for a wholesome intelligence on the needs and requirements of an efficient school system.

THE SCHOOLMASTER AND THE PRESIDENTIAL YEAR

No two phases of our political institutions are more closely allied than government and education. None are more interrelated and interdependent upon each other. The schoolmaster trains the rank and file out of which must spring the statesman. The one is essential to the other.

And yet the schoolmaster who gives more momentum and meaning to American citizenship than any one else, as exemplified in a Presidential year as well as in the local political field, is a silent observer when the great turmoil of political combat is on. He continues unostentatiously to train and mold the minds and hearts for that citizenship which must assert itself in our social, economic, and political life.

While that citizenship manifests itself on the open forum of political combat, where men and measures are scrutinized or exploited with more than ordinary intensity during a Presidential year, to the end that government may continue, the schoolmaster remains a non-combatant. This does not mean that he is a non-partisan. He usually entertains clear cut convictions on the principles and policies that should guide the course of government. But, he does not shout them from the house tops.

The professor of a higher institution of learning may unwisely advance some theories on political economy applicable to a current situation or controversial questions; but the worker in the field of popular education does not venture into the domain of political conflict. He is usually more circumspect and tactful.

While the statesman frequently emerges from the ranks of the schoolmaster, or began his career as such, it does not follow that he aspires to the one while he serves in the capacity of the other. Dr. Nicholas Murray Butler, as the head of a great university, may become a candidate for the presidency or a governorship; but Superintendent William J. O'Shea of New York is not likely to aspire to the mayoralty of the great metropolis while he is serving as a school executive.

The college president may become a candidate for political office and participate in the party affairs but it would prove fatal for the school superintendent as such to engage in similar aspirations. The community would at once divide on partisan lines for and against him, and one or the other faction would enforce his retirement from the educational field.

Thus, we have the phenomenon in this country that those who make the most vital contribution to the cause of government are, in the nature of things, not actively identified in the political preliminaries making for the stability and perpetuity of government.

There is nevertheless one duty which rests with greater weight upon the educator when national political campaigns are in progress; namely, to encourage an active interest on the part of those with whom he comes into contact. There are periods in the life of a people when they must seriously think in terms of a nation as well as in terms of a community.

The schoolmaster is entirely within his province, as such, when he encourages, not in a narrow partisan sense but, in a broad citizenship spirit, active participation in all that will make for an intelligent expression on the choice of men and measures that shall guide the path of government.

IS SCHOOLHOUSING KEEPING PACE WITH SCHOOL POPULATION?

With the autumn opening of the schools thousands of new buildings have been placed at the disposal of a pupil constituency. The enterprise and energy manifested by school authorities in all sections of the country in striving against the shortage of housing has led to surprising results.

The problem which has confronted school administrative bodies in recent years in meeting the needs of a growing school population has not been an easy one. The high cost of labor and material on the one hand, and the growing pressure in the direction of economy on the other, has led to some complicated situations.

Fluctuations in the cost of construction have caused hesitation on proposed projects. Boards of education have been severely criticized for engaging in building projects on a rising cost market. Bond issues designed to make up deficits are never popular.

But, during the present year the construction costs have been reasonably steady, and contractors have completed the jobs at the price originally bargained for. In brief, there have been no such lapses as were reported in the preceding year.

On the whole, it must be said that, while the country at large is still considerably behind on school seatings, the present year has brought substantial relief. Splendid buildings have grown up in all parts of the country. Some of the larger cities have made herculean efforts to provide adequate school housing.

During the past few months the number of schoolhouse dedications has probably been greater than it has in any similar period. It is pleasant to note that the opening of a new structure is in many instances attended with ceremonials and an expression of joy.

If the progress made this year is followed by similar efforts next year, and the year after, the schoolhouse shortage will be practically relieved.

THE BUSINESS EXECUTIVES IN SCHOOL ADMINISTRATION

An introduction to the men and women identified with the business departments of the several school systems throughout the United States reveals some interesting figures. This interest is more largely centered in the variety of occupations that preceded their entrance into school administrative labors, or rather the preparatory labors that led to and fitted them for their task.

Thus, we find the school board secretarial service recruited from various callings such as the legal profession, banking, salesmanship, and accounting. Evidently the school authorities sought those best fitted to perform the task in hand which ranges from the purely clerical to the highly executive.

The titles given to those placed at the head of the business end of a school system run from clerk and secretary to business director. The importance of the job grows with the size of the school system and the volume of its financial transactions.

It becomes interesting to note the differences between full and part time service. In the smaller communities the secretarial services are also assigned to the superintendent. But, there are also medium sized cities where some prominent banker, lawyer, or merchant gives part time service under the title of secretary who merely directs the business affairs of the school system.

Thus, we find that while the so-called school secretaryship is a modest salaried occupation in one community it becomes a highly honorable position in another. It is also found that while the secretaryship of a board of education is a modest occupation, attended with a salary, in one community it becomes a position of honor, without salary, in another. In the latter instance the clerical service is performed by minor persons and the so-called secretary becomes the chief business executive who is usually also a member of the board of education.

On the whole, however, the secretarial office of a board of education as applied to the larger number of American cities has grown into the dignity of an institution. It has brought to its service men of excellent character and of great executive ability. Boards of education have recognized this fact in that they do not here engage in changes with any degree of frequency. The business executive by virtue of his experience and training in a given work becomes invaluable. His calling becomes an exceptional one, and hence is attended with reasonable stability.

AFTER A SCHOOL SUPERINTENDENCY CAREER—WHAT?

There are certain official positions in every community which are singular in character and for which not more than one man is chosen to fill any one of them. The community employs but one mayor, one chief of police, one justice and so on.

There is only one school superintendency position in the community. The man who quits that position cannot obtain a similar position in the same town. He must go elsewhere to find it. If he desires to remain in the community he must enter some other occupation.

As a rule, when a superintendent quits his job it is because he has found a better job elsewhere. The migration of school superintendents has, therefore, been in the nature of successive promotions from smaller to larger fields of activity, to better compensation and to more acceptable surroundings.

The school superintendent who is subjected to an enforced retirement, without the immediate prospect of reemployment in a similar capacity, is confronted with a problem. The retirement means a crisis in his career. If the vocation for which his training and experiences have best fitted him is closed against him, he must look for a field of activity in which he may have had neither training nor experience.

Thus, we have seen ex-school superintendents enter the commercial field to serve as salesmen or business executives, sometimes attended with success and sometimes with failure. And when the successes and failures are analyzed it is also found that younger men can swap horses in the middle of a stream with greater facility than older men. The schoolmaster who has been in the harness too long does not readily adapt himself to a new career.

While the old saying, "once a schoolmaster, always a schoolmaster" is not entirely applicable in a new country where men change their vocations with greater facility than they do in the old world; it does happen, however, that there is a growing tendency to remain in the fold. This may be due to the fact that the

profession of teaching is commanding a better compensation than ever before; or it may be due to a finer professional spirit.

When the state superintendent of Wisconsin was retired a few years ago, he went into the country to teach a one-room school; when Chicago's school superintendent early this year withdrew he became a bond salesman, but later accepted a school principalship; when the superintendent of the Grand Rapids, Michigan, schools was recently retired he promptly accepted a position as teacher in a high school.

And why not? It is no disgrace for a leader, as such, to retire and take his place in the ranks again. The chances are that he will find greater happiness in his chosen field of labor than he could in any new vocation he might select. As to the compensation received in the profession of teaching and other occupations, no definite predictions can be made. We have seen young schoolmasters enter commercial, industrial or financial institutions and achieve great success. We have seen old schoolmasters dabble in these same callings and eke out a starvation existence.

This publication would not attempt to advise a suddenly deposed school superintendent as to the choice of a new career. We can only add here that if the schoolmaster's calling is ever to become a highly respected profession in this country, it must hold its members in age as well as in youth. There is no more honorable calling and he who loves it will be happier by remaining in it than by going into something for which he has neither inclination or adaptation.

ARE THE PUBLIC SCHOOLS SUBJECT TO PRIVATE ENDOWMENT?

The question proposed in the head line of this editorial, submitted to the average citizen, would ordinarily be answered in the negative. The public schools belong to the public and must be, and are, maintained out of the public treasury. The higher institutions of learning are privately endowed; but the community together with the state are presumed to take care of the common schools.

And yet it is surprising to find that conditions may arise here and there where the authorized public support is insufficient to afford all that may come reasonably within the educational and recreational privileges of an American school child.

Instances have arisen where a school district has been unable to provide a high school or a consolidated school and where such an institution would be highly appreciated. Private purses have here been opened to good advantage. They have accomplished what the public purse, either owing to legal restriction or through financial inability, was unable to accomplish.

Recently it has developed that school systems have been sorely in need of playground space. High schools, particularly, have recognized the value of spacious and well-located athletic fields. School authorities have not always been

WHAT IS CULTURE?

Culture may be defined as natural refinement, humane development, the expansion of our mental, imaginative and emotional faculties. It is refinement of mind, keenness of intuition, breadth of view, depth of reflection, saneness of judgment, exactness, clearness, swiftness of deduction, solidity of mental principles, tenacity and capaciousness of memory, splendor of imagination, quickness of wit, vivacity of fancy, warmth of emotion, delicacy of instinct, correctness and nicety of taste; grace, dignity and ease of deportment, eloquence of speech;—in general culture is that assemblage of intellectual and aesthetic qualities which constitute the lady or gentleman.

Rev. John A. McClorey,
University of Detroit.

able to provide them. The taxpaying public demands housing for the grades before additional facilities are provided for the high schools.

In recent years some gratifying instances of private munificence have come to the surface. At Nevada, Missouri, for instance, the president of the board of education, G. E. Logan, purchased a large tract of land and presented it to the school system for athletic purposes. It will be known as the Logan Field. Other instances of private contributions to the public good might be cited. Every community has certain school needs which cannot well be defrayed out of a tax restricted school fund. At the same time many communities have some wealthy, public-spirited citizens who would loosen their purse strings for some laudable purpose if such purpose could be demonstrated to them.

Among the successful Americans there are many who are generously inclined. There are certain suggestive benefactions which may be entirely within the means or the scope of the good will of the local millionaire. No man can build for himself a finer monument than that which serves the mental, physical, and moral welfare of the rising generation.

SCHOOL BONDS VS. PAY-AS-YOU-GO PLAN

A writer in the Bond Buyer, Gaylord C. Cummin, discusses the pay-as-you-go plan as against the bond issue method. He argues that it is cheaper to borrow money for needed improvements than it is to pay cash. His contention is that the community or the municipality as such can borrow money for less than can the individual, that while the one pays four and one-half per cent interest the other can get six per cent on his money.

He says in defense of the bond issue idea: "It is not a case of future generations paying but of the improvement itself paying. Future generations only pay in an undesirable sense the fifty-year bonds for ten-year improvements. Thus a future generation may be left with a debt and no improvements. This method should not be confused with the case of a properly financed improvement where bonds are issued on future generations is more than counter-balanced by the benefits and wealth created.

"The credit of a state or municipality is usually of the best. It commands a considerably lower rate of interest than the credit of an individual and an equal rate to that of the best industry.

"If the community can defer a payment by sound financial methods for one year by paying four and one-half per cent and save the taxpayer from borrowing money to pay his taxes at six per cent, or giving him a year's use of his money on which he can earn six per cent, the taxpayer profits to the extent of one and one-half per cent."

The writer then recapitulates his argument as follows:

1. The pay-as-you-go plan for financing public improvements is far more costly to the taxpayer than any other financially sound method.

2. The pay-as-you-go plan for annual recurring improvements places a heavy burden on the present taxes and entails exactly the same losses that occur in the first case.

3. The pay-as-you-go plan neglects the wealth producing quality of widely-made public improvements as a factor in paying the cost.

4. The pay-as-you-go plan only discourages extravagance by making it difficult and costly if not impossible to secure needed public improvements.

Turning the Light on Teachers' Marks

Kenneth W. Warden, Principal of Lenox School, Memphis, Tenn.

City superintendents and principals who have made a careful study of administrative problems and their solution realize fully the need of something more tangible than the teachers' judgment in classifying and determining the progress of children in school. They also realize that the judgment of the teacher, it matters not how sincere she may be, is often in error when the light of facts is turned upon it.

The error may creep in through several avenues: A teacher may arrive at an erroneous conclusion because the premises on which it is based may be unsound; she may draw false conclusions from sound facts, or she may unconsciously allow her likes or her dislikes to influence her. Whatever the cause may be, the child suffers when his efforts are evaluated by unsound methods. Therefore, a teacher has gone a long way toward professional proficiency when she realizes that her marks, largely representing her judgment, are not necessarily accurate and that she needs a more reliable and comprehensive means by which the accomplishments of an individual, or a group, may be measured.

A superintendent or principal can't afford to wait for all of his teachers to discover that their marks are not wholly dependable. He must prudently assist them in making this discovery. More than likely he has examined one or more of the studies that have been made of teacher's marks during the last decade, and he, doubtless, has a deep interest in the information contained in these studies. However, he cannot depend on them to solve his problems, even though he places a copy in the hands of each teacher. He must remember that his teachers are interested, principally, in doing their work well and that they are not particularly interested in comparing results with results obtained elsewhere. Their training and experience have taught them the necessity of knowing how to handle the old tools skillfully with but little thought as to the need of new ones in the plying of their craft.

Two years ago I was elected superintendent of schools in a small Tennessee town. On taking up my work, I found 640 in the grades below high school. Only three of this number were accelerated six months or more. On the other hand, 62 per cent of the pupils were retarded six months or more. I went to the records and they showed that the largest per cent of retardation occurred in the sixth and the lower section of the seventh grade. A large per cent of the failures were in arithmetic. I also discovered a wide variation in marks. One boy made an average of 94 per cent in arithmetic in low sixth, and the same boy failed in high sixth under another teacher. There was no reason given for his failure. His record showed that he was in attendance more regularly in high sixth than he was in low sixth. I soon discovered that each teacher had her own way of grading and marking papers. As a result of this the children found themselves under a new grading system each time they changed teachers.

At our first monthly faculty meeting I called the teachers' attention to an age-grade table which they had helped compile. They were very much surprised when they learned that 62 per cent of all the children in school were retarded. I soon realized that I had started something. Several teachers moved up toward the front of the room. First one and then another would attempt to explain why so many children were retarded. Finally the youngest teacher in the group, who had just come into the system and had no record to defend, asked me what I thought was wrong. I told her that I had not been able to locate the trouble, but I thought

one source of trouble was the lack of a uniform system of grading and rating pupils. I then asked the teachers if they would like to join me in making a limited study of marks in our own school. They all agreed to assist me, and so I immediately began to plan the work.

I asked the sixth grade teacher to select twenty problems from the adopted arithmetic that would test, according to her judgment, the ability of a sixth grade pupil at mid-year promotion. When the list was prepared, it was typewritten and submitted to each teacher separately with a card attached. She was allowed to keep the list over night, and each teacher was asked to select ten problems from the list that she thought would test the ability of a sixth grade pupil at mid-year promotion. In this, and in the following work, each teacher arrived at her own conclusions with no knowledge of what any one else had done.

The following are the ten problems selected by the ten teachers who participated in this work:

1. Reduce the following: 175 ounces to pounds; $6\frac{1}{2}$ inches to a fraction of a foot.
2. A man traveled in an automobile 6 days a week for 3 weeks. The first week he averaged 8 gal. 2 qt. of gasoline a day. The second week 7 gal. 3 qt., and the third week 8 gal. 1 qt. How much gasoline does he use in the three weeks?
3. The title page of an old book has the date MDCXCIV. In what year was the book printed?
4. Change to similar decimals: 0.1, 0.357.
5. Change to a decimal: 8.2%.
6. If one tennis racket costs \$2.50, how much will 5 rackets cost?
7. A grocer buys a 50-gallon barrel of Porto Rico molasses for \$11.50. How much does it cost per gallon?

8. The distance from Chicago to Lincoln is 561.4 miles, and from Chicago to Colorado Springs by way of Lincoln 1072.2 miles. How far is it from Lincoln to Colorado Springs?

9. Find the selling price, given the list price and the rate of discount as follows: \$650, 12%.

10. If four men can do a piece of work in 10 days, how many men would it take to do the work in 8 days?

Table I shows the number of teachers selecting each problem.

TABLE I

Problem number.....1 2 3 4 5 6 7 8 9 10
Teachers selecting each...9 9 8 8 8 7 7 6 5 5

It is observed that only 72 of the 100 selections are represented by the above ten problems.

The ten problems were sent to each teacher, with a card attached, allowing her to keep the list over night. The list was accompanied by the following directions:

It is evident that all the following problems are not of equal difficulty. It is apparent a per cent should be assigned each problem on its own merits. The total of the values assigned to the ten problems should equal one hundred per cent. (In each case let the difficulty of the problem be the basis of your judgment.)

Table II shows the values assigned to each problem by the ten teachers:

TABLE II

| Teacher | Problem number | | | | | | | | | |
|-----------|----------------|-----|----|-----|-----|----|----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | 8 | 12 | 8 | 10 | 12 | 8 | 9 | 11 | 9 | 13 |
| 2 | 7 | 9 | 8 | 12 | 12 | 4 | 6 | 12 | 15 | 15 |
| 3 | 5 | 15 | 5 | 10 | 10 | 5 | 15 | 5 | 15 | 15 |
| 4 | 8 | 8 | 4 | 8 | 8 | 5 | 5 | 10 | 23 | 21 |
| 5 | 10 | 10 | 6 | 10 | 8 | 6 | 10 | 10 | 15 | 15 |
| 6 | 12 | 10 | 8 | 10 | 10 | 5 | 5 | 10 | 15 | 15 |
| 7 | 10 | 10 | 5 | 10 | 10 | 5 | 10 | 10 | 15 | 15 |
| 8 | 12 | 12 | 5 | 8 | 8 | 8 | 8 | 12 | 12 | 15 |
| 9 | 10 | 10 | 5 | 12 | 11 | 8 | 8 | 10 | 10 | 14 |
| 10 | 10 | 7 | 10 | 12 | 12 | 5 | 6 | 12 | 12 | 15 |
| Total ... | | | | | | | | | | |
| | 92 | 103 | 64 | 102 | 101 | 59 | 81 | 102 | 143 | 153 |

Table III shows the order of the ten problems from the easiest to the most difficult according to the combined judgments of the teachers.

(Continued on Page 133)



Lt.-Col. A. C. Monahan, S.C., O.R.C., Formerly U. S. Bureau of Education.

Department of Commerce Figures on Building Costs

In planning a building program for the coming school year, certain figures from the Division of Building and Housing of the U. S. Department of Commerce will probably prove of value. This division collects and records costs of material and labor in various parts of the country either direct or in cooperation with other Government Departments. These monthly figures show the *trend in costs*. The division makes no predictions of future costs, but school boards from a study of these figures may do so for themselves.

In the table below is given building material and construction costs in *index numbers*, the average for the year 1913 being 100. These figures are, therefore, a comparison of costs with those of 1913, prior to the outbreak of the European War. The wholesale building material price index is computed by the Bureau of Labor Statistics of the Department of Labor. It is based on mill prices from plants throughout the country, and prices in principal wholesale markets, for 41 commodities. The construction cost index is taken from the figures of the *Engineering News Record* and is based upon costs of steel, Pittsburgh basis), cement, (f. o. b. Chicago), southern pine lumber, (New York basis) and the average wage paid common labor in 20 cities.

The retail frame and brick house material price indexes are based on prices paid for material, delivered on the job, by contractors in some 50 cities in the United States.

BUILDING MATERIAL AND CONSTRUCTION COSTS

| | Wholesale building material prices | Construction costs—material and labor | Frame house materials—Retail prices | Brick house materials—Retail prices |
|--------------|------------------------------------|---------------------------------------|-------------------------------------|-------------------------------------|
| 1913 Average | 100 | 100 | 100 | 100 |
| 1922 | | | | |
| January | 157 | 169 | 174 | 179 |
| April | 156 | 165 | 168 | 172 |
| July | 170 | 170 | 181 | 184 |
| October | 183 | 189 | 196 | 199 |
| 1923 | | | | |
| January | 188 | 192 | 195 | 199 |
| April | 204 | 214 | 206 | 209 |
| July | 190 | 222 | 214 | 217 |
| October | 182 | 220 | 203 | 207 |
| 1924 | | | | |
| January | 181 | 218 | 204 | 207 |
| February | 182 | 220 | 204 | 207 |
| March | 182 | 225 | 205 | 209 |
| April | 182 | 222 | 206 | 209 |
| May | 180 | 222 | 205 | 206 |
| June | 173 | 217 | 203 | 205 |
| July | 169 | 214 | 199 | 201 |

The figures given above represent averages for the country as a whole. Prices, of course, vary greatly in different parts. In schoolhouses, common brick, Portland cement, yellow pine lumber, and common boards are four important

(Continued on Page 66)



Many a child is getting only *half the light it needs*

OVER a million school children in the United States alone have defective vision. Authorities say most of these defects are due to poor illumination.

The importance of enough light and of glareless light is being recognized more and more clearly, with the result that each year more architects are insisting that their buildings be equipped with Holophane Reflector Refractors.

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Holophane Reflector Refractors are the standing lighting units in the up-to-date school because they direct more light on the work without glare than can be secured in any other way. They are made of prismatic glass—each prism shaped with scientific precision to direct the light exactly where needed. Our booklet, "Modern School Lighting," tells many things about school lighting which school officials should know. A free copy will be mailed you if you write. Moreover, if you will send us plans of either new or existing school buildings, our engineering department will send you complete lighting specifications without charge, telling you exactly how much light you will get in each room.

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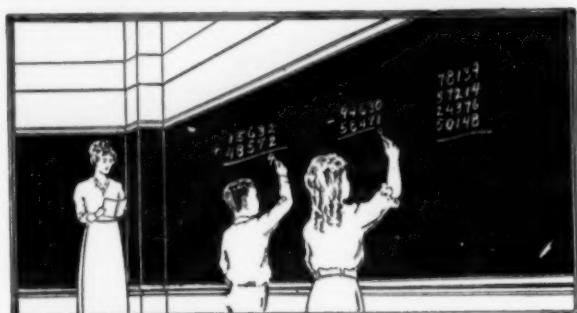
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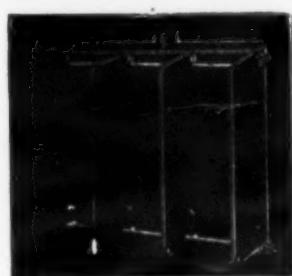
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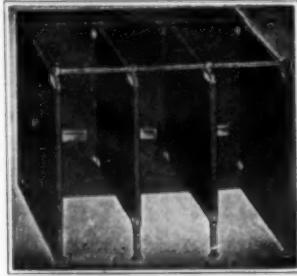
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First National Bank Bldg.,

BANGOR, PA.

(Continued from Page 64)

items. The price paid by contractors for common brick on August 1, 1924, varied from \$12 a thousand in Chicago and Columbia, S. C., to \$27 in New London, Conn., and other northeastern cities. The prices in representative cities were: \$25 in Haverhill, Mass.; \$20 in Albany; \$21 in Buffalo; \$26 in Scranton; \$20 in Baltimore; \$17 in Richmond; \$16 in Jacksonville; \$16 in Shreveport, La.; \$14 in Cleveland; \$15 in Dayton; \$18 in Bay City; \$19 in Indianapolis; \$14.50 in St. Paul; \$16.50 in Kansas City; \$15.50 in Los Angeles; and \$18 in Portland, Oregon.

Portland cement varied from \$2.15 per barrel, exclusive of container, in Chicago, to \$3.43 in New London; \$3.50 in Columbia, S. C., and \$3.90 in Tucson. Of 43 representative cities from which the Department of Commerce collected data two paid less than \$2.50 for cement; five paid \$2.50 up to \$2.75; eight paid \$2.75 up to \$3.00; fifteen paid \$3.00 up to \$3.25; and ten paid \$3.25 or over up to \$3.43.

Yellow pine varied from \$37.50 in Baltimore to \$58.00 in Cleveland, southern and western cities omitted. New England cities paid approximately \$55.00; Buffalo and Syracuse \$55.00 also, but Rochester only \$46.00. Forty-five to \$50.00 seems to be the most common prices.

Common boards (No. 1) ranged between \$35 in Richmond and \$37 in Poughkeepsie to \$60 in Dayton and Jacksonville. The prices on the Pacific coast are not included; they range from \$18 in Portland and Seattle to \$26 in Los Angeles.

The wholesale price of common brick for the country as a whole was slightly lower in July, 1924, than it has been since April, 1923. The average cost of brick which cost \$100 in 1913, for 1922 was \$202, and for 1923 was \$214. It

held a little above \$214 during 1924 until July when it dropped to \$212. The figures for 1924 by months are \$215 in January and February, \$214 in March, \$215 in April, May and June, and \$212 in July.

GOVERNMENT ASSISTANCE TO SCHOOL BOARDS

A bulletin of the U. S. Bureau of Education just off the press, *Government Publications Useful to Teachers* (1924, No. 23), suggests the large amount of Government assistance available to school boards and superintendents, as well as to the schools under their charge. Relatively little publicity has been given to any except the publications, which accounts perhaps for the little use made of it. The publications are, of course, the most easily obtained assistance, but there are other forms summarized below. The publications of especial value to school boards and superintendents, as well as those to teachers, are included in the bulletin mentioned. Particular attention is called to two groups, the first dealing with laws, the second with buildings and equipment.

At least a dozen Government offices publish bulletins on legislation, including digests of Federal and State legislation and court decisions on education, labor, child welfare, public health, school lands, and other subjects related to school work. They are published by such offices as the Public Health Service, the General Land Office, the Bureau of Education, the Department of Agriculture, the Bureau of Standards, the Bureau of Naturalization, Woman's Bureau, Children's Bureau, and the Federal Board for Vocational Education. All are listed in a single publication of the Superintendent of Documents, Government Printing Office.

Bulletins dealing with school buildings, grounds, apparatus, furniture or equipment, either general or for special work, are published

by the Bureau of Education, the Federal Board for Vocational Education, the Department of Labor, and the Department of Agriculture. The Bureau of Education, for instance, has three separate bulletins on buildings and grounds, *American Schoolhouses*, 1910, No. 5; *Rural Schoolhouses and Grounds*, 1914, No. 12; and *High School Buildings and Grounds*, 1922, No. 22.

A new bulletin to appear during the fall is devoted to the subject of school buildings. It is to replace Bulletin, 1910, No. 5, *American Schoolhouses*, a 133-page pamphlet with 267 plates illustrating buildings and floor plans. The new bulletin will be larger and more explicit. It will cover the same general topics: school sites, types of buildings, orientation, architecture, floor plans, materials of construction, heating, ventilating, lighting, etc. The illustrations are in part those used in the previous bulletin, but many of new and better buildings have been substituted.

This bulletin, prepared primarily for school boards and superintendents, is to contain the kind of information they need to develop intelligently their building programs. It deals with both urban and rural elementary and high school buildings. The author is Prof. Fletcher B. Dresslar, of Peabody College, Nashville, Tenn., formerly of the U. S. Bureau, and now a Special Agent for the Bureau. He is also the author of the bulletin of which this is a revision, and of the one on rural school buildings. He is recognized as an authority on this branch of school administration.

Maps and charts of various kinds are prepared and printed by the Government and may be obtained for schools at very little expense. The Land Office, the Geological Survey, and the National Park Service of the Interior Department,

(Concluded on Page 68)

THE WISDOM OF PURCHASING

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Buying "cheap" and buying "economically" are two different things—that is why language has two different words for them.

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(Concluded from Page 66)

the Department of Agriculture, and the Post Office Department are the principal offices distributing them. A central information office exists in the U. S. Geological Survey, for collecting, classifying, and furnishing information concerning all maps and survey data available in the several Government Departments and from other sources. This is the result of the creation of a *Board for Surveys and Maps of the Federal Government* by Executive order of December 30, 1919. Boards desiring information should correspond direct with it.

Visual instruction is much in the foreground in educational thought, and boards and superintendents are finding difficulty in keeping up to the demands of teachers for equipment and material. The Government has a very large amount which may be obtained by schools at practically no expense.

Motion picture films may be obtained from several offices. The Public Health Service has films relating to public health and sanitation. The Photographic Section of the Office of the Chief Signal Officer (War Department) has many films of army activities in this country and with the American Expeditionary Forces in France. The Bureau of Insular Affairs has films of Philippine scenes and industries. The Bureau of Navigation of the Navy Department has films illustrating navy scenes and activities in both peace and war times.

In the Interior Department, the Bureau of Education has films on various phases of school work; the Reclamation Service has many of especial interest in geography, agriculture, and the industries, illustrating primarily irrigation projects; the Bureau of Mines has valuable films giving occupational and technical mining information; the National Park Service has

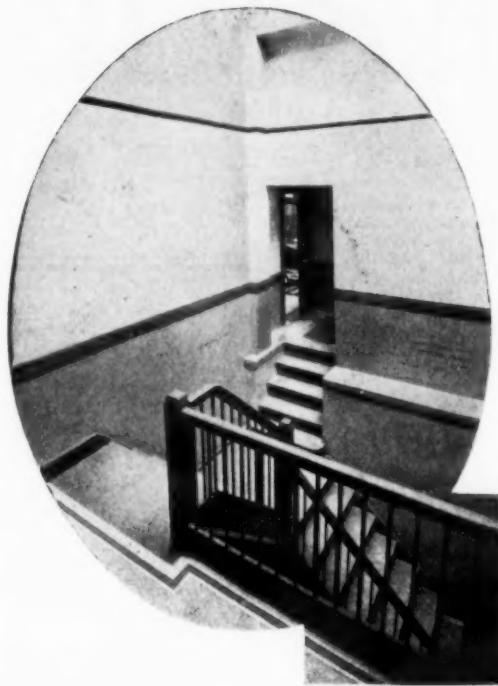
films on the parks of the Government of great scenic and geographical value.

The Department of Agriculture is the largest holder of motion picture films. They are on many agricultural and rural subjects and may be obtained from the Division of Publications of the Department. They have been prepared by the following offices: Bureau of Animal Industry, Bureau of Plant Industry, Forest Service, Agricultural Extension Service, Bureau of Entomology, Public Roads, Biological Survey, Home Economics, Chemistry, and the Office of Agricultural Economics, formerly the Office of Farm Management. Over 200 reels are available from this department alone. They are listed in a special bulletin which may be obtained for the asking.

Other motion picture films are available from the Bureau of Fisheries on fish culture; the Children's Bureau, Women's Bureau, the American Red Cross, and the Pan-American Union. All are of special value to schools or to parent-teacher association meetings.

Practically all of the offices listed above have lantern slides for stereopticon illustrations, the total number running into tens of thousands. They are often arranged in sets, and with each is loaned a lecture or a description so that they may be displayed interestingly and intelligently. Many of the offices named have collections of photographs and some have models. The photographs are of various sizes, but are often large enough for display on the walls of the room. The Bureau of Public Roads, for instance, has models showing details of road construction. These are made with a concrete base and illustrate grading, surfacing, draining, etc.

In addition to films, slides, photographs, and models, Government experts in various phases of school work, are available for personal service



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under certain conditions. The U. S. Bureau of Education has experts available to advise school boards and superintendents on matters of administration. These experts have rendered valuable services with state legislators, cooperating with state boards of education and other authorized local authorities in their efforts to secure adequate school laws.

The Bureau of Standards of the Department of Commerce may be called upon by school boards for much special service in regard to standards in materials and equipment. For a small fee it will test stone, clay, cement, and other structural materials, give information on approved methods of building structural units, formulate building codes, and give advice in promoting, improving, and cheapening building construction. It will test paper, textiles, inks, chemicals, leather, rubber, varnishes, etc. It will also, from its investigations, give advice on heating and ventilating.

One further valuable service the Government performs is through its various libraries, particularly the Library of Congress and that of the Bureau of Education. From either, school board members and superintendents may borrow books at no expense. The books are sent to them upon request by mail under government frank. Bibliographies, listing the various books by titles, are available from these libraries giving all publications on such school administration subjects as school buildings, school finances, school management, public taxation, and other questions of interest to school authorities. It is not the intention of either to replace home libraries, but to supplement them, particularly to assist public authorities obtain the best information possible. A request on official stationery will bring prompt returns.



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CALL NO. 1—to the study hall monitor—"Carter Smith explained to me why he was tardy this morning and is excused."

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CALL NO. 3—to the history room—"Could you hold your examination tomorrow instead of Friday, Miss Harper?"

CALL NO. 4—to the gymnasium—"Please tell Donald Miller that his mother will meet him here at one o'clock."

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Just as the leaders in big business depend upon the specialist for aid in working out their business problems, so too, the school officials are calling upon the specialist to work with them in solving the problems now confronting them in school administration.

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In like manner, there is a demand for various other kinds of professional service, applying to the specialized needs in the field of school administration covering:

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Durand Steel Lockers are the product of a company that specializes in storage equipment. Each detail of construction is designed and built to maintain rigidity and exactness through the most abusing usage.

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UNCOMMON"—because many school boards do not yet realize just what proper shades in classrooms mean to them in dollars and cents.



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☞ Write for colors, sage, linen, putty, dust, dill, and in Tinted Cambric especially adapted for school use. They have been approved by competent chemists.

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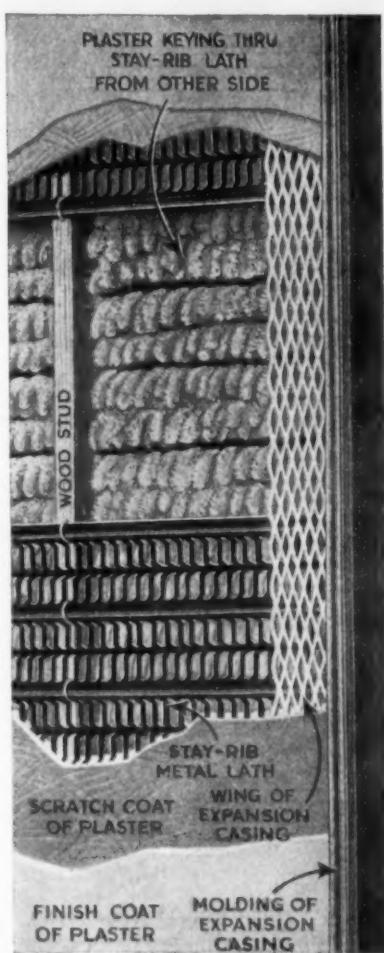
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FIRESAFE SHEET METAL
Products for Schools and Colleges



SEASONAL CONSTRUCTION OF SCHOOL BUILDINGS

The construction of school buildings on a schedule which will throw a considerable part of the building operations into the winter months, when the labor market is easier and more skilled workers are available than during the rush season, is one of the measures advocated by the Committee on Seasonal Operation in Construction Industries to stabilize the business and effect economies.

It is in line with Secretary Hoover's suggestion that public works should be undertaken in times of business depression. In fact the appointment of the committee to study the causes and effects of the ups and downs in the building trades was a direct outcome of that conference.

"School building by local bodies represents a tremendous volume of work," says the committee's report. "It has been carried on at a very rapid rate during the last few years as a result of the inactivity in school building during the war period and in 1920. Contracts awarded for educational buildings in 27 northeastern states in recent years vary from \$119,000,000 to over \$300,000,000 of which by far the greater part is school building. The City of New York alone will put under contract \$105,000,000 worth of school construction during 1924."

"Most school buildings are wanted for the opening of the school term some time in September and for this reason, there is, to a certain extent, a definite seasonal demand. During the past two or three years, however, school building has been rushed ahead as rapidly as possible in most cities, with the result that the work has been carried farther into the winter than had been the previous custom."

"The reports of architects who specialize in school work bear out the conclusion that very little attention has been paid by boards of education to the opportunities of concentrating their work during the months when more labor is available, and in this way possibly getting more building done per year than under present methods."

"One prominent architect, specializing in school work, says that since building cannot begin until all legal steps are complied with, and other requirements are fulfilled, the resulting delay is so great that efforts are usually made

to rush the work through to completion, once it is started.

"This is exemplified in a report of the Superintendent of Construction and Maintenance of the New York City board of education, which outlines fifty necessary steps, taken one after the other from the time a new building program is approved until the contractor is authorized to begin work. Though this may be an extreme case, it points the way to at least one method of enabling school boards to schedule their work more definitely with regard to seasonal conditions. A simplification of such complicated methods of procedure, which exist to a greater or less extent in nearly all cities, would go a long way toward allowing both the architect and contractor to plan their work so as to avoid the seasonal peak."

"Granting acute congestion in schools in the past few years, it is probably true that progress in school building ought to be given the right of way over private work. But acute congestion in schools should not long remain general. Regardless of the need, present practice has failed to give this right of way to school building."

"It is well known that in several of the largest cities during the summer months of 1923 the board of education found themselves competing directly with private speculative builders for the available supply of bricklayers and other building mechanics needed to carry on their construction work. In one city attempts to get workmen were unsuccessful, and the board of education was forced to allow its school construction to be sidetracked for the time being. Even with the unusual shortage of labor which occurred in that city in 1923, it is likely that more schools would have been built had the work been so planned as to have made use of the maximum amount of labor in the early months of the spring rather than in the late summer and early fall."

"In Philadelphia in the autumn of 1923, at a meeting of the local building congress and the representatives of the board of education, it was arranged that the school building program should proceed throughout the winter. This agreement and the definite focussing of attention on the possibilities of winter construction really produced results. Four new buildings were started in the fall of 1923, and early in

March, 1924, the architect for the Philadelphia board of education reported that only five days had been lost during the winter on all the schools under construction, about twenty in number. To facilitate winter work, the board inaugurated the plan of paying for materials as delivered on the job, and, as a result, deliveries were reported entirely satisfactory, with no delays from this source. All this is in striking contrast to the discouraging and expensive delays of the previous summer and early fall, caused by shortage of both men and materials."

"A few instances have been found where work is actually planned with reference to the seasonal activity of the construction industries, of which one of the most notable is Kalamazoo, Mich. There for a number of years the board of education has made it an established policy to carry on as much winter work as possible. During the past three winters its building program, amounting to between \$150,000 and \$300,000 per year, was carried on right through the winter, the buildings being completed in the summer months."

—Dr. William H. Smiley, for the past nine years assistant superintendent of the Denver public schools, has been made superintendent of schools emeritus by the board of education in recognition of his long years of service. Dr. Smiley will remain in active service for the Denver schools. He will have charge of the administration of the Smith-Hughes work, many of the publications of the school system, and will have an important part in the shaping of policies of the Denver schools.

—Supt. Julius E. Warren of Gloversville, N. Y., has been reelected at a large increase in salary.

—Mr. B. L. Crandall of the Marshall, Ill., high school, has been elected principal of the Gloversville, N. Y., high school to succeed Mr. Heath.

—Mr. B. H. Miller, formerly of Terrell, Tex., has been elected superintendent of schools at Eagle Pass. Mr. Miller has had an experience of eighteen years in school work, having taught in both city and rural schools. He held the superintendency at Terrell for five years before going to Eagle Pass.

The School Budget Report

H. Ambrose Perrin, Joliet, Ill.

The school budget has been recognized for some years as a very necessary factor in the financial administration of every school system. Its large use throughout cities of all sizes reflects the importance which practical business men on boards of education place on good business in public education.

In spite of the fact that the budget has given definiteness to school expenditures, experience has shown that where there is a lack of exact knowledge of expenditures, frequently inroads are made upon budgets which are not warranted from the financial condition.

The accompanying appropriations' and expenditures' form has been devised so that each month a full financial statement might be in the hands of all concerned. As will be noticed, it not only shows the budget for the year, but also the amount used to date, the balance in the

given appropriation and any overdraft. With the continued use of such a form it would seem that there should be several important results.

First, the budget can be made use of on an intelligent basis; the continued use from year to year increases the degree of efficiency of all who in any way work on the budget.

Second, the report of exact conditions of relative periods of time eliminates any tinkering with appropriations, and in such a fashion as to offset all good which a budget is supposed to bring to the business department of a school system.

Third, it shows immediately where funds are available for desired use.

Fourth, overdrafts in any given department at once call attention to the budget itself and to the type of expenditures which have caused the overdraft.

JOLIET PUBLIC SCHOOLS

APPROPRIATIONS AND EXPENDITURES For the Month Ending 19...

| Classifications | Budget | Used | Balance | Overdraft |
|---|---------|------|---------|-----------|
| General Control | | | | |
| School Elections | 300 | | | |
| Clerk's Office—Salaries | 5,400 | | | |
| Clerk's Office—Supplies | 150 | | | |
| Legal Services | 875 | | | |
| Other Expenses, Business Administration | 1,000 | | | |
| Superintendent's Office—Salaries | 8,550 | | | |
| Superintendent's Office—Supplies | 150 | | | |
| Superintendent's Office—Other Expenses | 180 | | | |
| Compulsory Education—Salaries | 2,800 | | | |
| Compulsory Education—Legal | 875 | | | |
| Compulsory Education—Other Expenses | 75 | | | |
| School Census | 1,000 | | | |
| Other Expenses, Educational Administration | 250 | | | |
| Other Expenses, General Control | 400 | | | |
| Instructional Service | | | | |
| Supervisors' Salaries | 10,800 | | | |
| Supervisors' Other Expense | 150 | | | |
| Principals' Salaries | 40,000 | | | |
| Principals' Supplies | 200 | | | |
| Principals' Other Expense | | | | |
| Other Expenses, Supervision | 750 | | | |
| Teachers' Salaries | 320,000 | | | |
| Supplementary Textbooks | 1,000 | | | |
| Teaching Supplies | 6,000 | | | |
| Commencements, Exhibits | 500 | | | |
| Textbooks | 5,000 | | | |
| Supply Department—Teaching Supplies | 5,000 | | | |
| Other Expense, Teaching | 500 | | | |
| Textbook Repairs | 1,000 | | | |
| Visual Education | 1,000 | | | |
| Operation of School Plants | | | | |
| Salaries, Chief Engineer and Assistant | 4,300 | | | |
| Wages, Janitors and Caretakers | 53,000 | | | |
| Fuel | 20,000 | | | |
| Water | 3,000 | | | |
| Light | 3,500 | | | |
| Power | 5,200 | | | |
| General Care of Grounds | 2,900 | | | |
| Services, Other than Personal | 25 | | | |
| Auto Supplies | 750 | | | |
| Telephone | 1,200 | | | |
| Janitors' Supplies | 3,000 | | | |
| Supply Department—Janitors' Supplies | | | | |
| Other Expense, Operation | 800 | | | |
| Maintenance of School Plants | | | | |
| Upkeep of Grounds | 2,500 | | | |
| Repairs to Buildings | 10,000 | | | |
| Repairing and Replacing Heating, Lighting, Etc. | 6,000 | | | |
| Repairing and Replacing Teaching Apparatus | 300 | | | |
| Repairing and Replacing Furniture | 750 | | | |
| Repairing and Replacing Other Equipment | | | | |
| Auto Upkeep | 550 | | | |
| Watt Lamps | 50 | | | |
| Locks and Keys | | | | |
| Other Expenses—Maintenance | 300 | | | |
| Auxiliary Agencies | | | | |
| Libraries—New Books | 250 | | | |
| Libraries—Book Repairing and Replacing | | | | |
| Libraries—Other Expense | 100 | | | |
| Health Service—Nurses' Salaries | 6,125 | | | |
| Health Service—Physicians' Salaries | 100 | | | |
| Health Service—Inspection and Supplies | 100 | | | |
| Health Service—Other Expense | 200 | | | |
| Transportation of Pupils | 2,000 | | | |
| Provision of Lunches | 2,000 | | | |
| Social Centers | 300 | | | |
| Recreations | 2,000 | | | |
| Bands and Orchestras | 1,700 | | | |
| Fixed Charges | | | | |
| Rent | 2,400 | | | |
| Fire Insurance | 1,520 | | | |
| Liability Insurance | 1,000 | | | |
| Boiler Insurance | 250 | | | |
| Other Fixed Charges | 500 | | | |
| Capital Outlay | | | | |
| Lands—Sites and Additions | | | | |
| New Buildings | 35,000 | | | |
| Alterations to Old Buildings | | | | |
| Improvement of Grounds | 6,000 | | | |
| Special Assessments | 6,000 | | | |
| Equipment—Heating, Lighting, Etc. | 10,000 | | | |
| Equipment—Furniture | 5,000 | | | |
| Equipment—Instructional Apparatus | 1,000 | | | |
| Equipment—Other | | | | |
| Musical Equipment | 1,000 | | | |
| Debt Service | | | | |
| Bond Redemptions | 40,000 | | | |
| Tax Levy Warrants | 100,000 | | | |
| Interest Bonds | 42,500 | | | |
| Interest—Tax Levy Warrants | 9,000 | | | |
| Other Debt Service | 125 | | | |
| Refunds—Taxes | 100 | | | |
| Total | | | | |

WILLIAM E. FRENCH

President, Board of Education, Racine, Wis.

The city of Racine was organized into a single school system in 1849 and in the long list of names of the men who have served as its president since that time some very distinguished names appear. A number of them have given as much as fifteen or twenty years to the service of the schools.

None of the men in the past, however, have had a clearer vision of the fundamentally patriotic function of the public schools than the present president of the Racine board of education, William E. French. Mr. French was born and reared on a farm near the village of Franksville, about ten miles from the city of



W. E. FRENCH,
President, Board of Education,
Racine, Wis.

Racine. The building where he attended school still stands but is no longer used for school purposes, the children of the community now being transported to a centralized village school. In the early 80's he attended the academy of Beloit college for three years after which he taught a country school for two winters. The time between the attendance of school and teaching was spent on the farm. This is the typical training of many, if not most of the men who achieve success in later life. After giving up teaching he entered the commercial field in which he is still engaged.

Mr. French came to the board of education in May, 1920. Mr. French has consistently stood for the very best policies in connection with the development of the public schools. He believes that teachers should be compensated adequately for their work, believes in good buildings and ample grounds, and modern up-to-date equipment, believing that in the long run the money expended for these purposes will prove to be a very profitable investment for the community. His idea of what constitutes education is broad and liberal and he, therefore, encourages all forms of legitimate school activities. He is always seen at the school athletic games and takes a lively interest in all things which boys and girls like to do.

At the annual meeting of the Lee, Mass., school committee, Supt. C. E. Varney was unanimously voted an increase of \$200, making his salary \$3,000 and traveling expenses.

Mr. A. L. Threlkeld, for the past three years assistant superintendent of the Denver public schools, has been promoted to the position of deputy superintendent to rank next to the superintendent in the administration of the schools. Mr. Threlkeld began his teaching experience in Kirksville, Mo., as a high school teacher. Later he was superintendent of schools at Bunceton, at Unionville, and then at Chillicothe, Mo., from whence he came to Denver.

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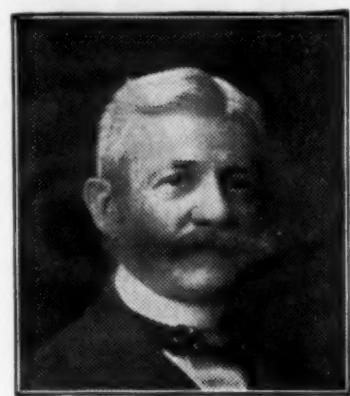
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—What is believed to be the smallest salary ever paid in Iowa has recently been received by George Duckworth, president of the school board at Centerville, Ia. Duckworth who had served for ten years on the school board, received ten cents as his remuneration for mileage. He will keep the voucher as a souvenir.

—The Hartsburg, O., school board recently won its case against the Putnam County board which sought to evade a merger with the Continental school district as organized this spring, and which was to include three districts. The case will be appealed to the higher court by the Putnam County board of education.

—The Saginaw Circuit Court of Saginaw, Mich., has rendered an opinion in which it holds that the city board of estimates has the right to approve or disapprove estimates filed with it by the east side school board. In the opinion of the court, the law establishes the superior authority of the board of estimates over the school funds. The case will be appealed to the Supreme Court for final decision. The controversy arose when the school board protested against the action of the estimators in reducing the budget about \$50,000.

—The school board at Hazleton, Pa., has practically doubled the tuition rates for pupils from outside districts. The rate has been raised from \$8 to \$15.

—The entire school board at Big Pond, near Sapulpa, Okla., has resigned rather than sign a bond for free textbooks. It appears the members refused to assume the responsibility for the books.

After a long discussion, the school board at Springfield, Ill., has voted to retain the former system of paying janitors, thereby rejecting the proposed contract plan. With the continuation of the old system, the engaging of assistant

janitors is to be left to the board of education.

The buildings are grouped in three classes and definite amounts have been set aside to cover the cost of janitor service in each building. The estimated cost for 1924 is \$40,290, as against \$44,243 in 1923.

—Cleveland, O. The school board has agreed to take over the supervision of the city playgrounds provided the city council pays for their maintenance and operation. In 1922 the board took over the operation of the city playgrounds and conducted them in connection with 44 school grounds. The city paid part of the cost but the school board was left with a deficit.

—Indianapolis, Ind. Contracts for the purchase of coal amounting to \$110,290 have been approved by the school board. Three coal companies were represented in the transaction and two received two contracts for furnishing coal.

The Allied Coal and Material Company was awarded a contract to furnish 6,700 tons of shaft mined fifth vein coal at \$3.66 per ton, or a total of \$24,522. The same firm also received a contract to furnish 4,500 tons of lump, West Virginia Thacker Drift mined coal at \$5.37 per ton, or a total of \$24,166. The Indianapolis Coal Company and People's Coal Company will furnish 10,850 tons of lump Indiana fourth vein Westphalia mine shaft coal at \$4.68 per ton, or a total of \$50,778. This firm also will furnish 3,700 tons of fifth vein Bicknell shaft mined coal at \$3.63 per ton, or a total of \$13,431. A contract was also given to the Active Coal Company to furnish 250 tons of lump Indiana Glendora shaft mined coal at \$4 per ton, or a total of \$1,000.

—The school board at Alton, Ill., has revised the rule for admitting pupils to the primary grade. The new rule provides that any pupil who becomes 6 years old during the school year may enter the primary grade in September.

—Members of city and county boards of education in Kentucky are exempt from service on the grand jury or petit jury, according to State Supt. McHenry Rhoads. Executive officers, superintendents, principals, and teachers are also exempt while the schools are in session. The change is the result of a law passed by the last legislature and approved by the governor.

—Macon, Ga. Action taken by the board of education in barring a student from the high school because he is a professional prize fighter

has recently been condemned by the American Legion Post. The student had attended Lanier high school and had appeared under the auspices of Legion posts in benefit boxing shows.

—Springfield, Mo. The school board has adopted a policy of complete publicity for its actions with the idea that the public has a right to know how much education costs, how the funds are expended, and how school matters are adjusted. The board has installed a new system of accounting for all expenditures which is open to inspection at all times.

—Webb City, Mo. The school board has refused to reduce the high school tuition rate from \$5 to \$4 a month. The board held that it costs more than \$7 a month per pupil to conduct a high school.

—Ashley, Pa. Proceedings have been started in court against seven school directors in the borough of Ashley charging violation of the school code in awarding contracts without bids and in employing teachers without the proper qualifications.

The defendants are charged with violating provisions of the school code in failing to employ an attendance officer, and with conspiracy in having paid to R. M. Ayres, school director and secretary, an additional sum of \$75 a month under the guise and fraudulent pretext that the same was an additional and increased salary as secretary.

The directors are also charged with violation of the code in having employed Helen Keck as a teacher when she was unqualified for appointment for the reason that she did not have the proper certificate.

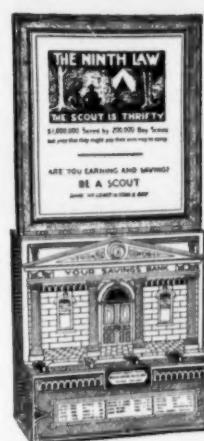
The directors are also charged with awarding a contract for erecting metal ceilings and for repairs to a school without asking for bids; with having received commissions for advertising on behalf of the school board, amounting to a large sum; with having illegally closed the schools on January 30th and February 19th, thereby reducing the number of days in the year from 180 to 178; also with having neglected to display the national emblem upon or near the high school.

—Mr. Alexander M. Sullivan, assistant business agent of the Boston school board, has been appointed to serve as the acting business agent until the vacancy in the office has been permanently filled. Miss Ellen M. Cronin, assistant

(Continued on Page 78)

SCHOOL SAVINGS?

Is it practical and an important part of the Curriculum? What about the choice of plan to be adopted by you?



LET THE EDUCATOR DECIDE!



Here we have the automatic Receiving Teller in actual use in a school building. Note the boy inserting a coin. In his left hand he holds the passbook for the stamps which will be ejected—the stamp representing the coin deposited. The "Teller" is available to quickly accommodate the school on special bank day and easily accessible for catching some of the coins that otherwise would be spent while awaiting the next bank day. A Poster for each week is a part of the service.



When the folders are filled with stamps to the required amount the children take them to the bank and receive credit in a regular interest-bearing savings account. Here they come in friendly contact with the bank officials and learn banking methods through real practice, the same as they will follow in later life.

These very recently written and signed remarks are representative of the many from Educators of National prominence who have had much experience with different plans. They are submitted as opinions worthy of the highest regard. Names and addresses furnished upon request.

"For the last fifteen years I have been a superintendent of schools and during that entire time have had a school savings system in successful operation. I would as soon think of taking Arithmetic out of our curriculum as to take out the subject of 'Thrift' which has as one of its greatest avenues of expression the School Savings System. For the past two years we have been using in our schools Automatic Receiving Tellers that have been very satisfactory, have produced larger savings than we secured with the old time system and have done it with very little work on the part of the teachers."

"I have long been convinced of the value of School Savings, both educationally and practically. In 1892, I established a plan in my schools. Last year when I came to as Superintendent of Public Schools I found in use a most effective plan. The Public Education of children is for life, for citizenship, and for economy and industrial efficiency. Observant Americans do not need to be told of the value of consistent saving and wise use of money as an agency toward all these ends."

"The teaching of Thrift has been a prominent feature of our school work for several years. About three years ago the Automatic Receiving Teller was introduced with amazing results. It seems to me at this time especially this subject should be given a great deal of attention and if approached in the right way I am sure great good for our boys and girls may be accomplished."

"The Automatic Receiving Teller is just what we want; there is no bookkeeping to do on the part of any teacher. We have used these machines three years in twenty-eight of our largest schools and are entirely satisfied with them. I wish we might have them installed in every school building."

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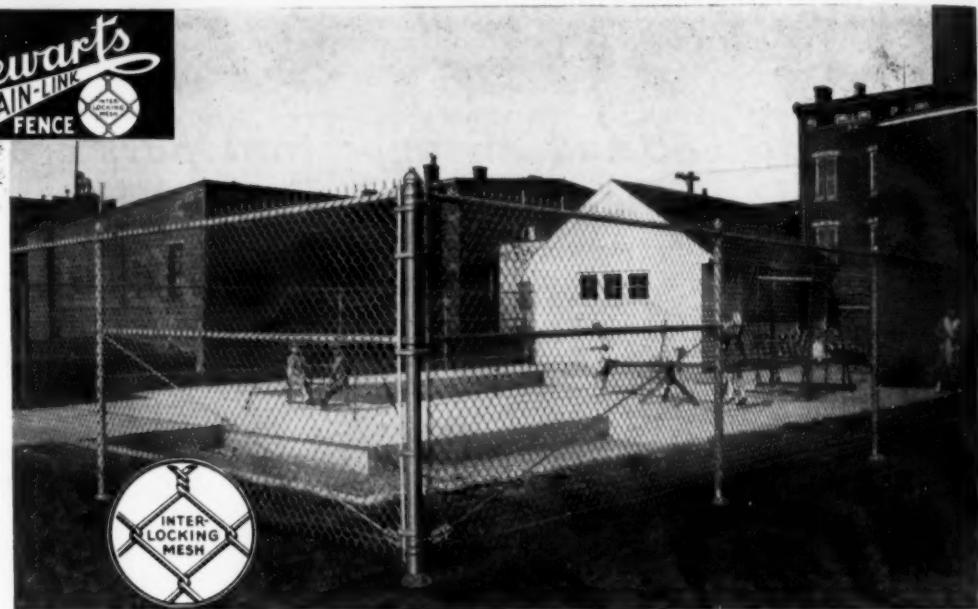
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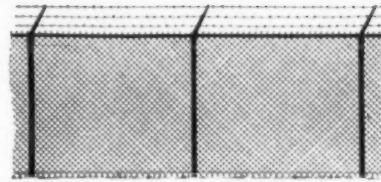
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(Continued from Page 76)
secretary of the board, has been appointed secretary, to succeed the late Mr. Apollonio.

—Scanton, Pa. Sensations have recently developed from the ouster proceedings brought against the members of the school board. The latest has been furnished by the counsel for the school directors that tax collector Gernon received substantial sums in the way of interest on school funds deposited in Scranton banks and that W. C. Williams, former treasurer, kept his accounts under various names in the several depositories of the district. It was not admitted that members of the board had knowledge of the payment of interest to Gernon or the non-payment of interest into the school treasury.

—Delhi, N. Y. The New York Education Department has rendered its decision in the case of Henry G. Haynes and others against the election of board members and against the adoption of the budget. The appeal was dismissed in so far as it related to the election of members of the board but was sustained in so far as it relates to the vote upon the budget for the ensuing year. The state department holds that the new members may retain their seats, no evidence of fraud or irregularity having been adduced. The law regarding the method of voting on the budget having been disregarded, the department holds that a new election is necessary and the board has called one for this purpose. As a result of the matter, the district is forced to delay the collection of taxes and is forced to pay interest at the bank for such accommodation as is needed to tide over until a meeting can be legally called.

—The committee in charge of the survey of the New York City school system has announced the list of out-of-town educators who have been invited to assist in a cooperative capacity in the work of the survey. Among these are Mr. L. R. Alderman, former city superintendent and now educational specialist for the United States navy; Mr. Stuart A. Courtis, supervisor of educational measurements at Detroit, Mich.; Mr. E. A. Fitzpatrick, formerly secretary of the Wisconsin board for state-supported institutions; Mr. Payson Smith, state commissioner of education for Massachusetts; Supt. E. C. Broome of Philadelphia, Pa.; Supt. D. B. Corson of Newark, N. J.; Mr. L. P. Benezet, Manchester, N. H., and

Mr. Paul C. Stetson, superintendent of schools at Dayton, O. The selection of these educators was made by the committee of which President George J. Ryan is head, and was approved by the board in executive session.

—As a result of the meeting of Consolidated School Boards held at Pleasant Valley, Minn., an association of independent School Boards for Beltrami County, Minn., has been formed. V. M. Owens of Hines was named president and P. T. Krogsgen of Kelliher, secretary. A committee consisting of V. M. Owens, Chas. Johnson and Sam Dolgaard was named to draw up resolutions and working rules for the association. Each district represented has agreed to join the state association of school boards and to send one delegate to the state meeting. Other independent districts in the county will be urged to do the same. The districts represented were Hines, Kelliher, Tentstrike, Carr Lake, Northern Saum, and Pleasant Valley.

—The voters of Little Falls, N. Y., defeated the plans of the board of education for the establishment of a junior high school by a vote of 239 for and 668 against. The proposition has been defeated for various reasons. Resentment against officials for the big jump in taxes for the past few years, and the purchase of a certain site at a price of \$10,000 by the board of education in opposition of city administration, as well as a difference of opinion as to the location of the school and the necessity of new schools in

one section as against another all played a part in the opposition to the new junior high school.

—The board of education at Gloucester, N. J., has leased the office building of Pussey & Jones ship yard for a term of three years, and will arrange to buy the building within that length of time. The building will be used as a high school, but at the present time the city cannot raise \$80,000 to buy the building and is therefore paying \$6,000 rent per year.

—The Dillon, Montana, board of education has adopted the plan of having the janitors take care of all repair work about the buildings. This summer all the desks were varnished in one building, another building was kalsomined and parts of the two buildings were repainted. All of this work had been done at a much lower cost than if it had been done by craftsmen.

—Upon examination of the abstract of proceedings, the attorney-general of the state of Washington ruled that the \$7,500 bond issue of school district No. 74 at Tono, Wash., is not legal. The bonds were voted to refund outstanding warrants, but under decisions of the state supreme court, in computing indebtedness, both the outstanding indebtedness and the refunding bonds have to be added, on the theory that between the time the bonds are signed and the time when the warrants are redeemed and cancelled, both are outstanding obligations of the district. Under this method of computation the proposed indebtedness was beyond the legal limit, although the \$7,500 of bonds alone was within the limit.

—The "Madison school district" and the city of Madison, Wis., are not separate municipalities within the meaning of the law, and the board of education has no power to levy taxes for school purposes according to Asst. Attorney General F. E. Bump of Wisconsin in an opinion to the state superintendent of public instruction. Power to levy taxes is vested solely in the common council, subject to the limitations provided by law.

—The Elgin, Illinois, board of education operating on the budget system for the first year in its history closed the fiscal year with a balance of almost \$25,000 in the treasury. The general financial condition of the schools is the best in the last seven years.

(Concluded on Page 80)



THE FUN-FUL LINE PLAYGROUND EQUIPMENT



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School heads are rightfully cautious when selecting Playground equipment. A few dollars saved in buying unsafe apparatus may mean serious injury to a child in addition to heavy damages that must be paid.

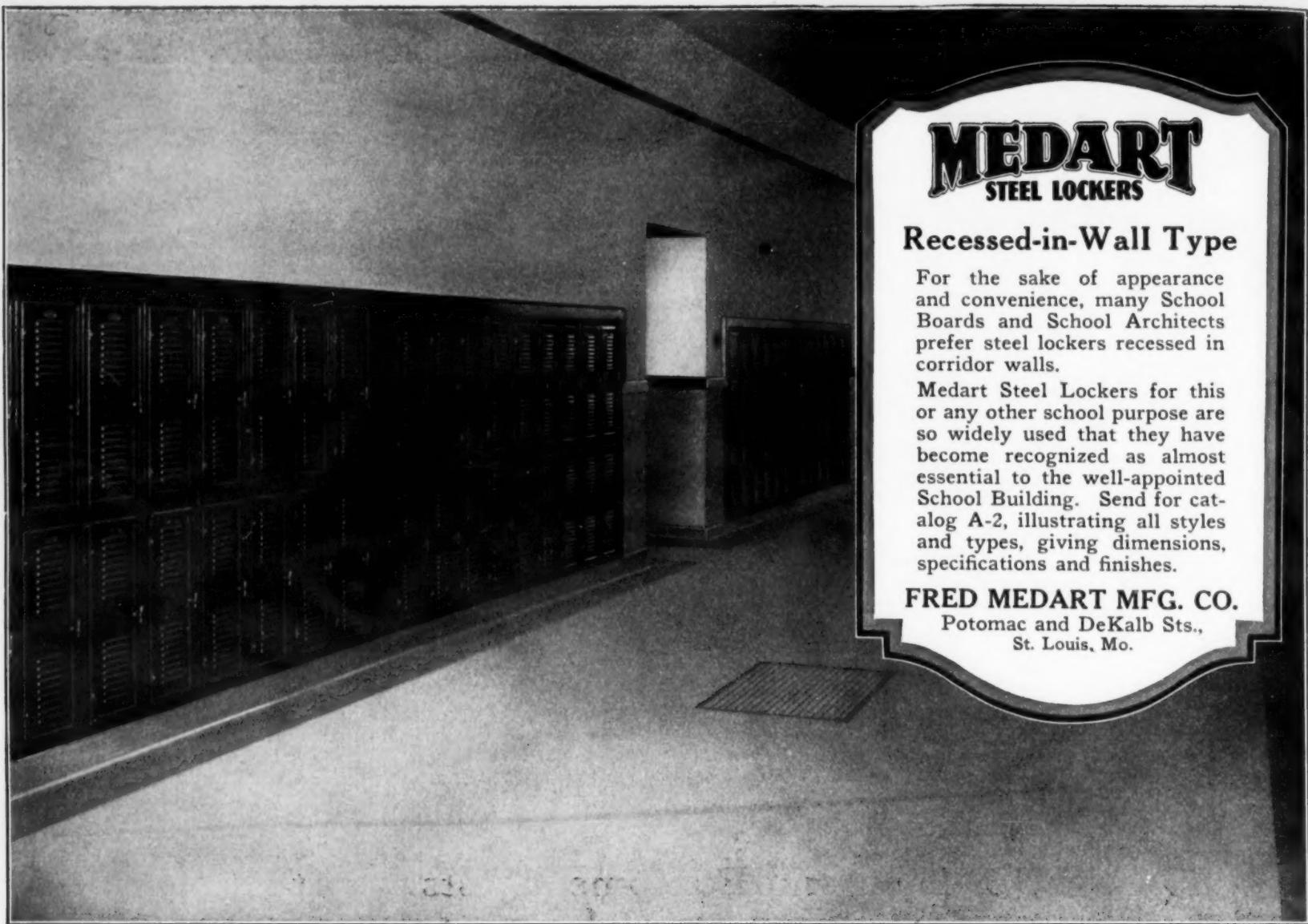
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FRED MEDART MFG. CO.
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(Concluded from Page 78)

—The Tulsa, Oklahoma, board of education proposes, in place of a socalled school clerk, to employ a business manager.

—A recent school census at Tacoma, Wash., reveals a gain of 1,385, as against a total of 930 last year. The completed census shows a total of 28,024 between the ages of 4 and 21 years. There are 298 more girls than boys listed, the boys numbering 13,863 and the girls 14,161. The Fern Hill School had the largest gain with 161 and the Lowell School was the most populous with 1,805 pupils. Twelve schools had enrollments of more than a thousand pupils, and five had more than 800 pupils.

—Sikeston, Mo. An addition to the high school has been erected to house pupils of the seventh and eighth grades. An auditorium and gymnasium is planned for construction in the near future. The improvements are needed to meet an increase of 50 per cent in enrollment.

—Schenectady, N. Y. Employment of four or five additional men to work solely on the grounds adjacent to the city schools has been recommended by T. M. Townsend, school business manager. With enlarged school ground programs, these added workmen may be utilized for work covering at least eight months of the year. During the remaining four months, these men might perform indoor work under the direction of the business manager.

—Chicago, Ill. Disclosure of padded payrolls, involving many thousands of dollars in certain departments of the board of education has caused the business manager to place the evidence before the state attorney. The action followed the discovery of a connection between the acts charged to a clerk of the bureau of finance, a clerk of the bureau of engineering, and an engineer-custodian, who were charged with selling jobs to school engineers. It is intimated that a sweeping investigation will be instituted.

—The recent report on the condition of the Chicago public schools, submitted by Supt. William McAndrew to the board of education, has received the approval of a majority of the members and the disapproval of a clamorous minority. "In the main it is a most praiseworthy report," said President Moderwell. "It is notorious that the Chicago schools are known for the lack of discipline and supervision of their

teaching staffs. Much of the resentment of the principals can be attributed to their personal dislike of Mr. McAndrew because he has put them to work since he has been in the office."

"It rightly hits at the smugness of the school system," said Mrs. W. F. Hefferan chairman of the school administration committee.

Mrs. Johanna Gregg, a dissenter, roundly scored Dr. McAndrew for his reflections on the teaching staffs and principals. The report is the first to be submitted to the board after months of study of educational plans and an investigation of results attained in past years. He conducted tests in reading, writing, and arithmetic and found the children falling far short of the standards set up.

Speaking of supervision Dr. McAndrew declared that there exists an organized disloyalty by a minority in the schools which has lowered respect for the teaching profession and made Chicago education notorious in the city as well as elsewhere. Only an extensive survey of the school system will determine to what degree it shares with the schools of the country an aversion to supervision.

The teaching service, he said, is a paid one. The responsibility is imperative that supervision be strict, insistent upon hard work, obedience and productive of result. There is no reason why teachers should be treated with more leniency than other paid workers.

—The business department of the public schools of Cincinnati had one of the busiest summers in its history, according to C. W. Handman, business manager of the board. All of the buildings have undergone a thorough cleaning and many of them have been remodeled and repainted. Walls and woodwork were washed and painted, desks refinished, kindergarten furniture cleaned and varnished, shades repaired and replaced, and various kinds of heating apparatus cleaned and refitted. In several schools, the walls and ceilings were washed. New lighting systems were installed in two schools and several schoolyards were resurfaced offering exceptional play facilities for children of the neighborhood. The total cost of the work was about \$125,000.

—Minneapolis, Minn. The school board has approved a suggestion that bronze tablets bear-

ing the names of the board members be placed in new schools.

—The members of the Mankato, Minn., school board consisting of B. S. Baxman, E. A. Engwalson, Mrs. Grace Northrup and Evan Hughes, were all reelected recently for a period of two years.

—The Elgin, Illinois, board of education has just approved several changes in textbooks in both grade and high school. The new texts will replace books used for many years.

—Mr. Walter Alexander has been named as a member of the Milwaukee school board to succeed R. B. Charlton.

—Failure of the school officials of Syracuse, N. Y., to maintain a school census as required by law may mean the loss of approximately \$700,000 in state aid this year. The head of the bureau of compulsory education of the state department has intimated that he will withhold the state money unless a census is taken.

It appears that when the law went into effect a bureau of the census was created. The census work was begun but never completed owing to the immensity of the work. Since then no census has been taken and the only figures received have come through the reports of superintendents. Compliance with the law in establishing and maintaining a census bureau will cost approximately \$20,000.

—Corporation Counsel Gregg of Syracuse, N. Y., has ruled that the city is without power under the home rule act to reorganize the board of education. The school board was created under an act of the legislature and cannot be reached under authority given in the home rule law.

—The school board at Seattle, Wash., has overruled a protest against the proposed lengthening of the school day twenty minutes. Secretary Jones was asked to emphasize that even with the added twenty minutes, the school day is shorter than the average in sixteen leading school systems.

—Students in the Grant and Washington high schools at Cedar Rapids, Ia., may not be given transfers from one school to another after the end of the school year 1924-1925, according to a recent ruling of the board. Complaints had been made that the morale of the student body was being undermined due to the transfer of some of the star athletes.

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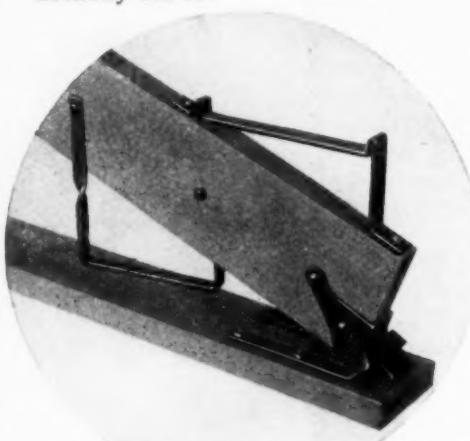
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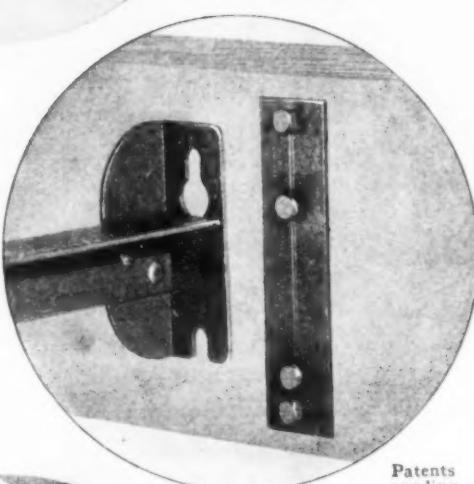
Circle A Bleachers are used by hundreds of schools, universities, athletic associations, etc., in preference to specially built stationary bleachers—not only because they are portable—not only because they are better looking and more comfortable—but because compared with the ordinary built bleacher they are actually *safers*.



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SCHOOL BUILDING NEWS

SURFACING OF PLAYGROUNDS

The special committee on surfacing of playgrounds appointed in June last to make a study of the problem, has recently presented its report to the Chicago board of education. The committee presents the following suggestions for consideration and adoption by the board:

1. The Committee condemns the use of cinders for surfacing either on playgrounds or school grounds used for play purposes.

2. Future playgrounds should be crowned to drain to the side, rather than the present method of draining to the center.

3. In the case of playgrounds now constructed, in which cinders combine or compose the major portion, the cinders should either be removed or regarded to permit not less than a 4" coating of yellow clay, to be properly rolled and surfaced with torpedo sand. The use of yellow clay with a sticky texture is preferred.

4. In the case of new playgrounds to be constructed, they should be excavated, if necessary, 14"; and filled with at least 6" of cinders, properly rolled; 6" of yellow clay, properly rolled; surfaced with torpedo sand; drained to the side; the sub-grade upon which the cinders rest should be paralleled to the finished grade.

5. All grounds should be treated at least twice a year with a solution of calcium chloride, approximately one-quarter of a gallon to the square yard (liquid form). The Chicago Park System uses the crystal form on the bridle paths.

6. A permanent maintenance crew should be established, consisting of men who go around to the various playgrounds, roll them when necessary, put in additional shovels of sand, touch up the holes, etc. They should be men experienced in that work, and in charge of them should be a man with landscape knowledge, ability to work

out the details, and one who takes a personal interest in the work. He should also be able to take care of the running tracks, and according to the board's payroll might be entitled to \$3,600 a year. The parks have a crew of seven men employed the year around for the maintenance of sixteen grounds. They do nothing else than the repair work, and could not possibly touch the matter of surfacing.

BUILDING AND FINANCE

The board of education at Austin, Minnesota has closed its fiscal year 1923-24 with a surplus of \$13,000. This splendid showing was made by the board after covering all operating expenses for the year and laying aside \$15,000 in anticipation of the retirement of outstanding bonds. The financial report of the board shows that the per capita cost of education in Austin was \$89.58; a reduction of 4.42 over the previous year and \$8.21 less than two years ago. The reductions have been made possible by maintaining full classes and by refusing to open small and needless classes in the high school.

The Redondo Beach, Calif., elementary school district which includes not only the city of Redondo Beach, but the territory to the east for three miles, has voted bonds to the extent of \$275,000 for the construction of two modern school buildings. One is to be an elementary school extending through the sixth grade, having fourteen classrooms, auditorium, office, and teachers' rest room. The other building will be a departmental school and will provide for the children of the seventh and eighth grades. Both schools are to be ready for use by midyear according to Supt. J. B. Potter of Redondo Beach.

The High Street grade school of Lansing, Michigan, opened with the September school term and is caring for about 240 children.

A bond issue of \$400,000, carried by a vote of more than seven to one, has been voted for the Jefferson City, Missouri, schools. The sum of \$300,000 is to be used for the erection of a new high school building and \$100,000 for additions to some of the ward school buildings. Owen, Payson and Carswell of Kansas City, Missouri, have been selected as architects for the new building.

The board of education at Chillicothe, Missouri, has announced, through Superintendent James F. Kerr, the opening of school on

September 15th in the new junior-senior high school building, which has just been completed at a cost of \$320,000.

An extension to the Weymouth high school at East Weymouth, Mass., was completed in June at a cost of \$300,000.

Mr. Geo. E. Logan, president of the board of education at Nevada, Mo., has purchased Twilight Park, an athletic field and playground, and presented it to the board of education as a gift to the children of Nevada. This park will be known as "Logan Field."

A new Junior-Senior high school building, at Nevada, Mo., costing \$275,000, was completed September first.

The new \$175,000 senior high school at Coldwater, Mich., which was partly occupied in April is now completed and was fully occupied with the opening of school.

Royal Oak, Michigan. The U. S. Grant school costing \$250,000 has been completed and was occupied September 1st. The Washington school, which will accommodate 900 pupils, will be ready January 1st, 1925. A ten-acre site costing \$65,000 has just been purchased for a new million-dollar senior high school. Plans are under way for a fifteen-room addition to the Northwood school. The school population in Royal Oak has increased four hundred per cent in nine years and growth is so rapid that the school board has trouble in keeping up with the building program.

At a special town meeting held August 18th, Holden, Mass., voted \$10,000 for purchase of land for the new \$100,000 high school building.

A two-room school costing \$16,000 has just been completed at Rutland, Mass.

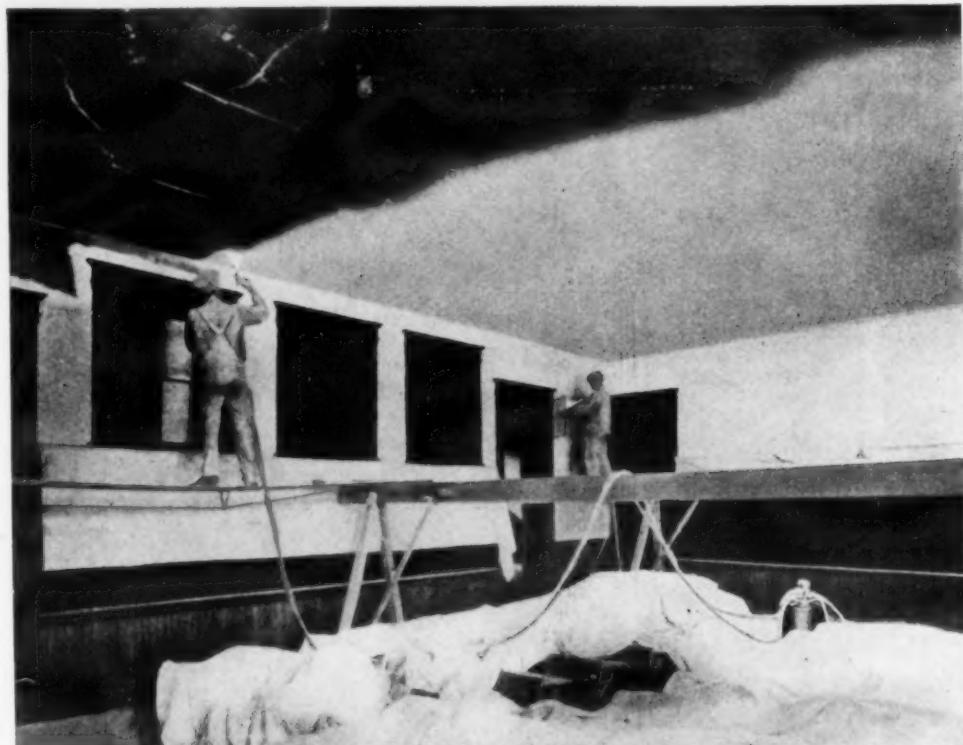
A new high school at Mandan, North Dakota, will be complete sometime during the Fall.

A new \$250,000 high school at Oakes, North Dakota, will be completed for use this Fall. The building provides an auditorium and library for the city of Oakes.

The Dublin school, the oldest building in Somerset, Massachusetts, (60 years) was recently destroyed by an incendiary fire.

Dr. M. G. Neale, with a staff of assistants is making a thorough building survey of the Joplin School District and will recommend an

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extensive building program. The purpose of this survey is to give the city of Joplin, Mo., a thoroughly up-to-date group of buildings which will be fitted for the most progressive type of courses of study. This survey will be completed, and the reports on it rendered about the middle of October.

—The new \$325,000 Junior-Senior high school of Hancock, Michigan, opened about September 15th. The school has an enrollment of 610.

—North Adams, Mass. A six-room annex, with auditorium, has been approved for the Johnson School. Mr. Newton Bond of North Adams is the architect.

—On August 4th, the taxpayers of East Syracuse School District approved an appropriation of \$300,000 for the erection of a junior and senior high school. Bonds in the amount of \$14,000 have been sold for the site of a new school.

—Under the direction of the New York State Education Department, a survey of the school building program in Gloversville, N. Y., has recently been made by Mr. G. M. Wiley.

—Jackson, Mich. A high school site of fourteen and one-half acres has been purchased at a cost of \$210,000. A central high school will be erected on the site as soon as the plans are completed.

—New York, N. Y. With the opening of schools on September 8th, there were available eighteen new buildings, additions or annexes, containing close to 30,000 sittings. Of the total number of sittings, 10,734 are in three high school buildings. Of the latter, two are institutions of long standing and the students and faculty merely take possession of the new quarters. The third school is newly organized, the student body being drawn from neighboring overcrowded schools.

—The new budget of the board of education of New York City of more than \$100,000,000 represents an increase in appropriations of only \$1,686,000, as compared with 1924. The total allowance for the schools next year is \$100,610,189, of which the city will be asked to contribute \$79,724,527, and the state \$20,885,661. The large increase in state funds is due to the program for expansion of continuation schools.

—Chicago, Ill. The business manager of the board of education, in cooperation with the

supervisory architect, has made some adjustments in the personnel of the Bureau of Architecture. Under the new plan, there will be five architectural draftsmen, one assistant architectural draftsman, three designers and three engineers, three senior assistant superintendents of construction and two junior assistants. A salary schedule conforming to the present scale of wages paid to technical employees has been adopted.

—The high school building at Champion, Michigan, has been redecorated during the summer.

—The school board of Buffalo, N. Y., has decided to go ahead with the completion of the schools now under construction and not to compromise with the Associated Buffalo Architects, Inc., concerning claims for \$204,000 in fees and damages which the architects allege were sustained through cancellation of contracts. The whole matter of the claims was turned over to Acting Corporation Counsel Ralph Robertson, who may take the initiative in the dispute by demanding in court the return of the plans which the architects assert are legally in their possession and need not be surrendered until the claims are settled. Daniel J. Sweeney, deputy school superintendent, stated that the city was far more aggrieved than the architects, and that the general policy of the board was "to go ahead."

—The per capita cost of education in Seattle, Wash., during 1923-24 shows a reduction of \$16.04 over the figures for 1920, according to the triennial report of the board. The per capita cost of education in 1920 was \$101.86. This has been cut to \$85.79.

—The approximate total of the school budget for 1924-25 as proposed by the Indianapolis, Ind., board of education is about \$6,070,412.09. A reduction of \$450,000 has been made on the original request of department heads and \$75,000 on teachers' salaries in the instruction department of the elementary schools. A total of \$129,500 was cut from the instruction department; \$6,177 from administration; operation, \$9,525; maintenance, \$3,000; auxiliary agencies, \$1,100; fixed charges and contingencies, \$29,000; debt service, \$90,000; and capital outlay, \$17,750. This allows a reduction of eight cents in the proposed increase in the tax

levy, which may finally stand at about \$1.10 on \$100.

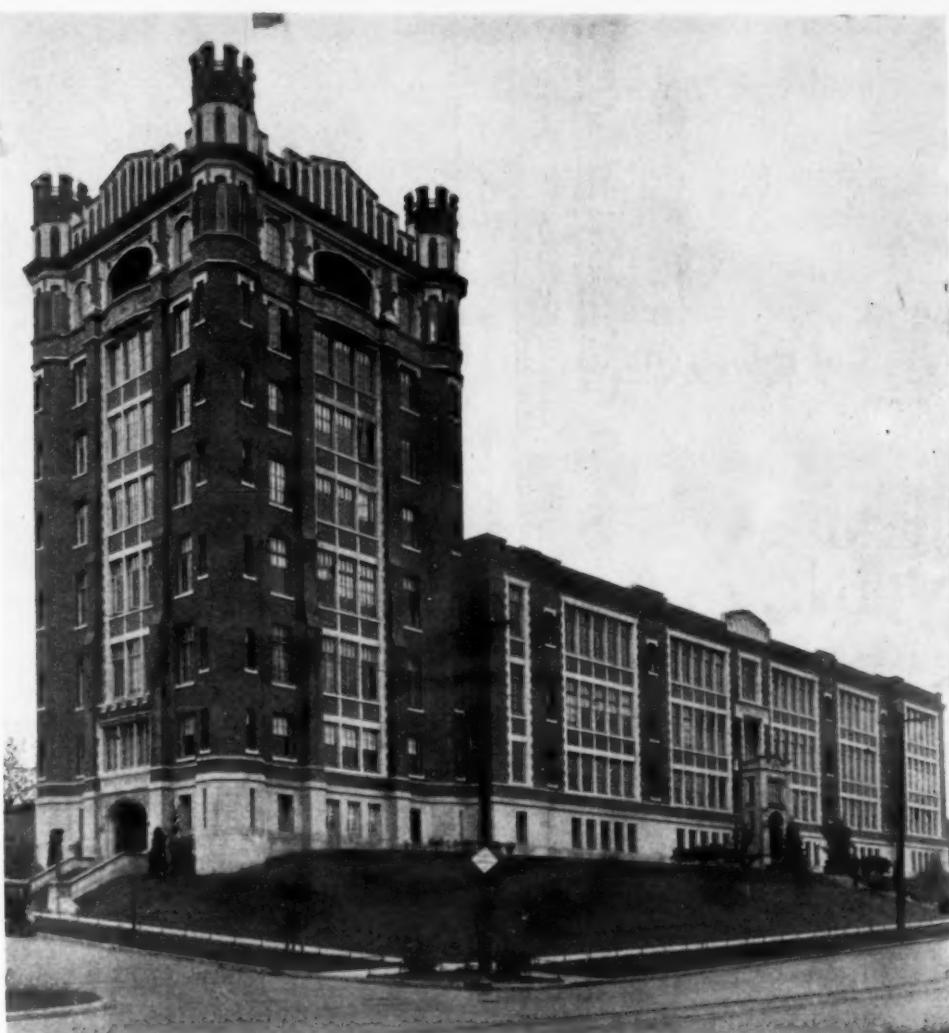
—The board of education at Topeka, Kans., is working on the 1925 school budget and is likely to cut the tax levy from \$1.255 for each \$100 valuation to \$1.221, a reduction of 3.4 cents. The tax for the building fund will be increased from \$0.275 to \$0.300 while the levy on the interest fund will be decreased from \$0.015 to \$0.006, due to the paying off of bonds. No changes are expected in the sinking fund which is \$0.100 and the playground fund which is \$0.015. The tax for the general fund is expected to be lowered from \$0.850 to \$0.800. Figures show that expenditures last year amounted to \$1,035,915 or \$85,241 above the budget of \$952,674 which had been adopted.

—The per capita disbursements of the Ogden, Utah, city school district amounted to \$60.48 for the school year 1923-24, as against \$57.70 for 1922-23, and \$63.63 for 1921-1922. Receipts for the school year ended June 30th, 1924, were \$777,149.55, while there was a balance on hand at the beginning of the year of \$43,173.28, making the total \$820,322.83. Disbursements reached \$772,905.19 leaving a balance of \$47,417.64.

—The council and board of education representatives of Watertown, N. Y., after closely checking the proposed \$399,800 school budget for 1924 reduced the same to \$300,000. The tax rate with the original budget and the sinking fund would have been about \$1.10, while now it will be 90 cents or slightly over.

—After the local district court had decided against them, the board of school directors of Pittston, Pa., at their August meeting decided they would reduce the tax millage from 34½ mills to 30 mills. This action was taken since the recent decision of the Luzerne county court in the case of Alimo Bros. vs. the School District of Pittston, holding it legal for the directors to expend any part or all of the \$180,000 bond issue to properly complete the Garfield school building. The decision given by Judge Fuller made it unnecessary to provide \$42,285.21 in the budget for completing the Garfield school and with this amount deducted from the original levy, it was possible to reduce the levy to 30 mills.

(Continued on Page 87)



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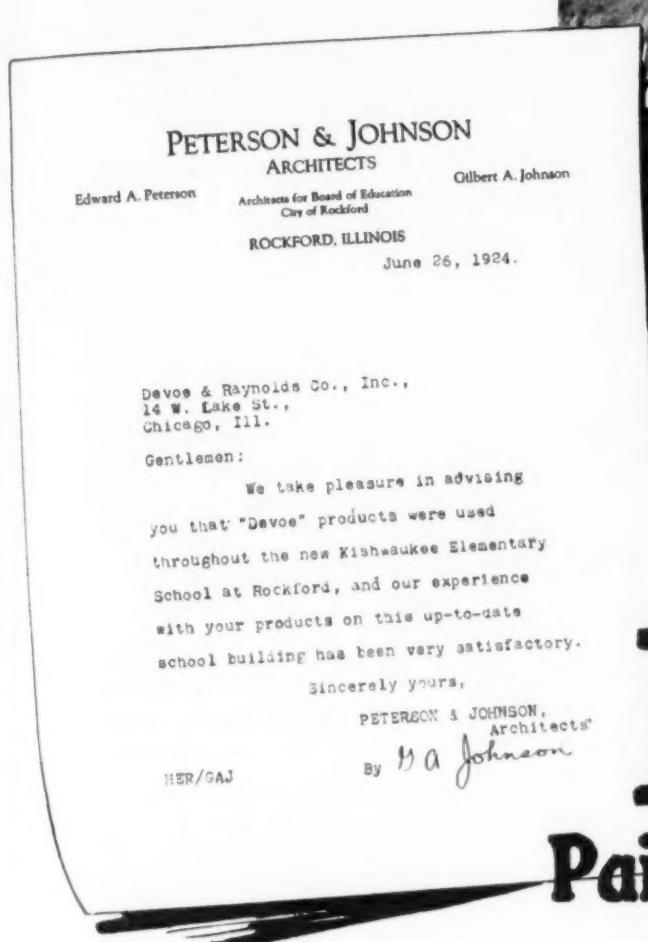
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(Continued from Page 84)

—Dayton, O. The school board has asked the voters to approve a bond issue of \$3,000,000 to \$7,000,000 at the coming November election for the erection of new schools, the repair of old ones, and new equipment. The exact amount of the bond issue is to be determined following the report on a building survey conducted by Supt. Paul C. Stetson and Director Arch Mandel of the Bureau of Research. It is pointed out that the school survey conforms in all its details to the general plan incorporated in the ten-year prosperity program. It covers a period of six years and is intended to meet the needs of the schools which have been increasing with the expansion of the school system.

—Independence, Kans. The school board has announced that the levy for the coming year will be three mills below the 1923 levy. The new levy is seventeen mills, as against twenty mills last year.

—Salina, Kans. Th school tax levy has been reduced by half a mill, making a total reduction of \$27,000 in the expense of operating the schools this year.

—Pittsburgh, Pa. The public schools opened this fall with a larger number of pupils accommodated due to the opening of new schools and additions to buildings already in use. One of the new buildings, the Chatham School, is a brick structure of three stories, accommodating 500 pupils. The Perry School, with the addition of a new wing, has been turned into a junior-senior high school, accommodating 1,082 pupils. The Boggs elementary school accommodating 300 pupils will not be ready until the end of the year.

—Bellaire, O. A new high school is being erected at a total cost of \$350,000.

—An increase of \$75,000 was indicated in the amount of the July apportionment of elementary school funds for the state of Tennessee, according to Commissioner P. L. Harned of the State Education Department. The total distribution amounted to \$1,277,668.

—Houston, Tex. The \$3,000,000 school building program will be put in operation this fall. Preliminary surveys of the buildings and of the trend of population have been made and reports

made to the supervising architect, W. Ward Watkin.

—New York, N. Y. One hundred and ninety-two school buildings, providing sittings for 190,000 children at a cost of \$160,000,000 have been built or contracted for by the board of education since January, 1918, according to a report of Dr. John A. Ferguson, chairman of the building committee, presented to Mayor Hylan. According to Dr. Ferguson, the board has placed under contract since 1920 an average of 35,000 sittings a year as against an average of 24,000 in the preceding 22 years of the city's history.

Dr. Ferguson's report shows that during the year 1924 up to August first, the board has let contracts for 36,000 sittings at a total cost of \$45,000,000, and that it will ask for \$15,000,000 more for the work.

A check-up of building activities shows that there are 82 school buildings in course of construction, providing accommodations for 150,998 children and costing nearly \$90,000,000. There are 35 schools in course of planning to accommodate about 46,000 more children, and to cost \$31,384,000. The figures are irrespective of eighteen new buildings which have been provided for 32,000 children with the opening of the new school term. Neither do they include the 35 temporary structures erected up to August of this year, providing nearly 7,000 sittings at a cost of \$987,192.

From February, 1923, to July, of this year, 28 buildings were completed for occupancy at an aggregate cost of \$15,015,929. These provided 38,829 sittings. In addition, ten temporary structures were erected at a cost of \$284,867. The total amount received from the city administration for new schools has reached the enormous sum of \$150,000,000.

—Philadelphia, Pa. In the erection of the proposed Northwestern High School the northwestern section of the city will eventually possess one of the finest municipal buildings. The new structure will be of Tudor-Gothic design and will have four floors with a five-story central feature in the form of a tower. It will have eighty classrooms and an auditorium seating 2,000 persons and will cost \$1,500,000.

—Jackson, Miss. The citizens at a recent election approved a bond issue of \$400,000.

—Approximately \$1,440,531 will be required to operate the schools of Gary, Ind., during the next year. The 1925 budget carries with it an increase of \$161,089 over the expenditures of the past year, and also a fifteen-cent increase in the tax levy over that of 1924 of 98 cents on each \$100.

—Centralia, Wash. The board has adopted a budget for 1925 showing estimated expenses of \$176,995, or an increase of \$19,210 over that of the last year. Of the total amount, the largest share will go toward the expense of instruction.

—On September 30th the city of Oakland, Calif., held an election to vote \$9,500,000 in bonds for the erection of new schools. In its announcement to the public, the school board pointed out that the city's population and business activities have increased tremendously and that the school facilities must be improved and enlarged to meet this expansion. The problem of school accommodations has become most urgent and it is pointed out that thousands of children will be without seats this year.

—San Francisco, Calif. The school board has adopted a building program calling for an expenditure of approximately \$5,000,000. The program includes plans for the new Monroe high school and for the extension of the Galileo high school.

—Marion, Ill. The school board is face to face with a depleted school fund due to the failure of citizens to approve a bond issue and the shortage of current tax revenues for current needs. The banks have extended credit to the limit and have refused to approve further loans.

—Chicago, Ill. The desperate situation with reference to the shortage of seats in the public schools has caused the school board to resort to stern measures in forcing down the cost of new buildings. A challenge has gone out to contractors that any attempt to "hold up" the board will be met with drastic measures. Board members believe that the cost of buildings can be reduced twenty per cent by breaking up "rings

B

The following is an excerpt from an article in the North Carolina Library Bulletin by Mrs. Ruth H. Koos, Librarian of the Richard J. Reynolds High School, Winston-Salem, N. C.

"The next problem which confronted us was where to buy this equipment. Catalogs of office supply houses were studied, but because of the unanimous recommendations of experienced librarians, it was decided to recommend Library Bureau equipment. The writer is indebted to the courteous, patient and abundant advice of the employees of Library Bureau for great many valuable suggestions, made in the interest of true library economy rather than the prospect of a large sale."



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of contractors;" by enlargement of the lists of bidders and encouraging competition; by preparation of specifications with greater detail and definiteness, and by the use of great care in the preparation of plans to eliminate waste.

Figures compiled by the board support the contention that efforts to wipe out the present shortage of 54,000 seats in the next few years will fail unless strong measures are taken. This year the board had \$10,500,000 for new schools. Of this amount, \$3,000,000 have been expended and about \$3,000,000 more will be used this year, leaving a balance of \$4,500,000 to be held over until next year.

—Eight one-room schools in Jackson County, Indiana, have been ordered closed by the state education department. All the schools had an average attendance of twelve pupils or less last year and under the law their abandonment becomes compulsory. The pupils have been transferred to other schools in the vicinity. The change means a saving of approximately \$8,000 a year.

—Chicago, Ill. The public schools face a deficit of \$15,000,000 with no available means of reducing the growing indebtedness, according to Charles M. Moderwell, president of the school board.

—Hagerstown, Md. The school board is facing the alternative of renting church lecture rooms or placing pupils on part-time as a result of large enrollments. It is believed there are enough church lecture rooms available to permit of a full-time schedule.

—Public school buildings in Bay City, Mich., will be furnished Michigan mined coal the ensuing year, following the approval of a bid by F. W. Braman to supply coal at a price of \$6.40 a ton for lump and \$5 for slack coal. The purchase of local coal had many supporters both among the miners themselves and among the people of the community who believed it would keep the money in circulation in the vicinity.

—Mr. J. A. Robert of Hamilton County, Tenn., has been appointed state rural school agent to succeed J. B. Brown, who resigned to accept the superintendency at Richard City.

—Mr. A. A. Metcalf, formerly superintendent of schools at Durand, Mich., has accepted the position of professor of secondary education at

Ypsilanti Normal School. His work will be that of preparing teachers for high school work.

—A reduction in the tax rate for the city of Columbus, Ohio, from \$2.59 to \$1.95 per \$100 of taxable property will be effected this year. The addition of approximately \$200,000,000 to the value of real estate of the county tax duplicate is given as the cause of the large reduction in the rate fixed over that paid last year. Under this new rate the school board will receive \$4,974,388 instead of \$5,555,138 which it received last year. While this appears to be a reduction, it is an increase of almost three-quarters of a million dollars, for last year the school board was voted a special levy to take care of a deficit of approximately \$800,000. The board has no deficit this year and will receive the same amount it was granted last year to take care of its expenses including the deficit.

—East Youngstown, O. A three-mill tax levy for a period of five years will be presented to

the voters for approval at the coming November election. A shortage of school funds is the reason for the increased tax levy.

—The school board of Monroe, Mich., has asked the city commission for an appropriation of \$155,000 for school purposes during the coming year. This is an increase of \$25,000 over that of last year.

—A bill to separate school tax levies from those of municipalities in New York State will be introduced at the next legislative meeting. Supt. P. M. Hughes of Syracuse, is head of the movement favoring the measure and is being assisted by schoolmen from a majority of the large cities.

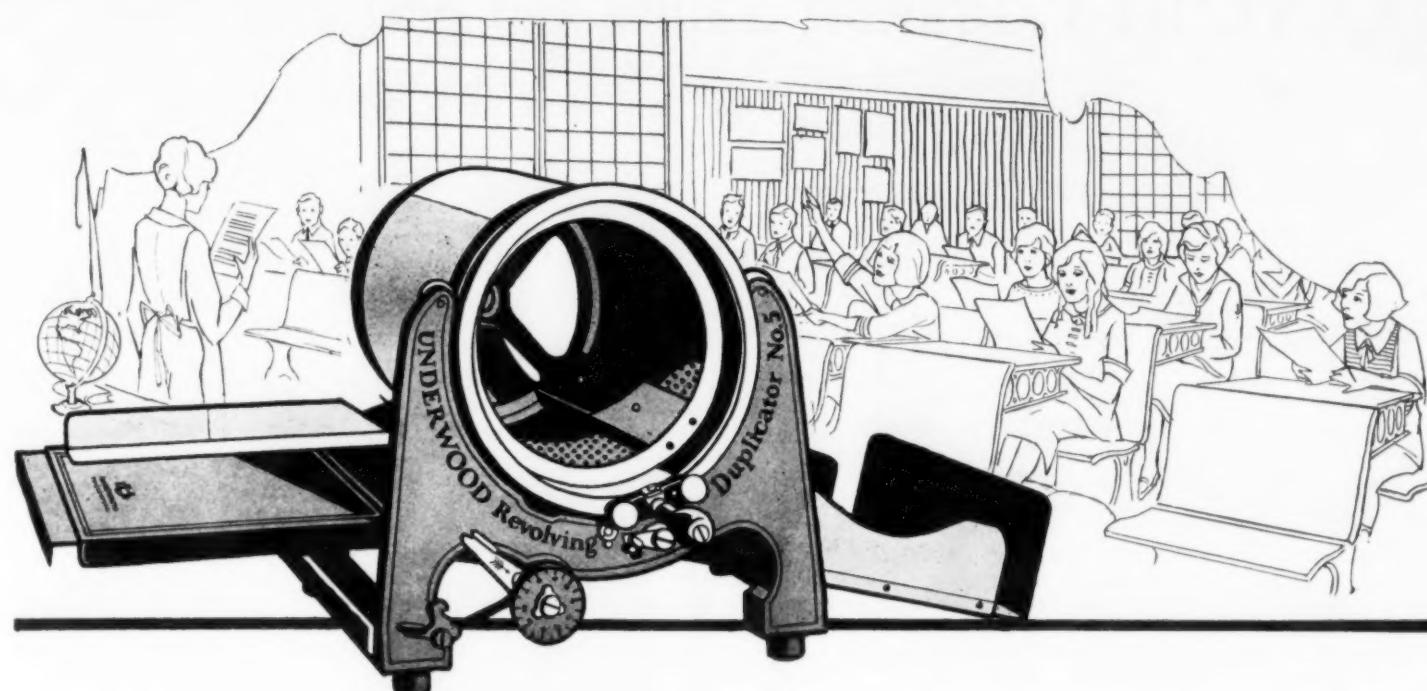
—The school board of Rockford, Ill., has expended more than \$1,000,000 for new school buildings and improvements to schools to be used during the present school year. The Roosevelt Junior High School has been opened

(Continued on Page 90)



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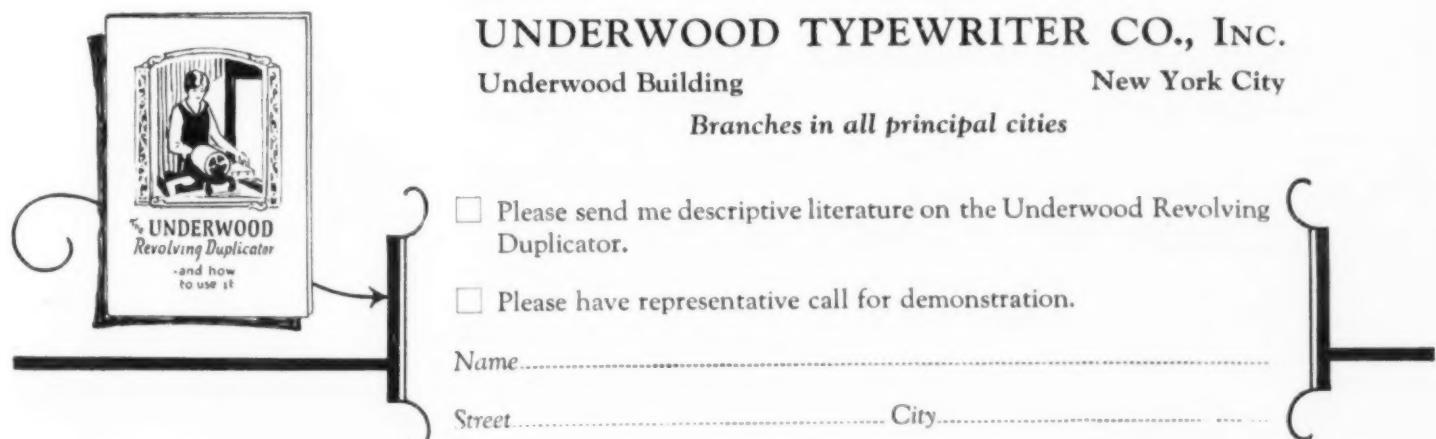
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(Continued from Page 88)
and the Hallstrom School is under construction at the present time.

With the construction of a gymnasium and auditorium at Ellis school, repairs and improvements have cost the board about \$70,000.

—Chicago, Ill. Figures and estimates compiled by the board of education point to an increase in seating capacity sufficient to take care of the school attendance for the present year. An enrollment of 434,224 was estimated by the board, which is about 16,000 more than last year.

New schools, additions and alterations provide for 391 additional rooms, with an increase in seating capacity of 17,559, more than a thousand above the expected increase in attendance. Teachers have been added to a total of 11,768, which is 450 more than in 1923.

New schools opened this term are the Mayfair school, thirty-two rooms, 1,536 seats; Henderson, thirty-two rooms, 1,536 seats; Gregory, twenty-four rooms, 1,152 seats; Young, thirty-seven rooms, 1,776 seats; Gunsaulus, thirty-five rooms, 1,680 seats, and Murphy, twenty-three rooms, 1,104 seats.

The Hoyne school has been altered to add fifteen rooms and 720 seats. Additions give 480 seats to West Pullman, 1,008 to Penn, 1,152 to Haughen, 576 to Cameron, 1,008 to Howland and 576 to Doolittle. Additions to high schools give Crane Tech 2,065 seats more and Tilden Tech 1,190 additional seats.

Five schools were opened as junior high schools. They are the Harper, Herzl, Sabin, Phillips and Parker schools.

—Buffalo, N. Y. The Buffalo Associated Architects, an architectural organization which suffered the severing of its connections with the school board, has filed a claim against the city for \$204,000 because of cancelled contracts. The matter of the claim will be taken up after the plans removed by the architects have been returned to the board.

—Opposition from two different sources has sprung up to the proposal of a four-year \$20,000,000 building program prepared by Supt. R. G. Jones of Cleveland, O.

R. H. Davis, a board member, is opposed to the program because he thinks it is too ambitious. He is opposed to the idea of erecting an administration building at a cost of \$387,000 and

to the erection of a Collinwood high school to cost \$130,000.

G. A. Gesell, clerk-treasurer, is opposed to the program because it necessitates the issuance of \$20,000,000 worth of bonds, to cost \$2,200,000 in interest.

The chief features of the Jones program for 1925, to cost \$7,426,100, are: John Hay, at University circle, \$2,500,000; Baltic elementary, Baltic rd. and E. 102d St., \$84,300; additions to Wooldridge, Harvard and Nathaniel Hawthorne elementary; additions to Fowler Junior, Detroit Junior and Willson Junior high schools; erection of Oliver Hazard Perry elementary, \$482,000.

The schedule for 1926 includes: a junior high, \$509,200; Brett relief, elementary, \$348,800; Fortune elementary, Memorial relief elementary, addition to Washington Park elementary; a new gymnasium for Glenville High.

In addition to the proposed administration building the chief features of the 1927 program are erection of a junior high school in West Park and a number of elementary schools in West Park and the southwest portion of the city.

A new West Park high school is on the program for 1928. It is also contemplated to build an addition to Corlett elementary, and a relief school for Fairmount Junior High and Grovebank Junior High.

—Topeka, Kans. The school board has adopted a tax levy of 12.55 mills, the same as last year. The levy will this year bring in 40,000 more than last year, due to an increase in the valuation of the district from \$76,975,000 to \$80,000,000, or about \$3,200,000 more than last year.

—New York, N. Y. The school board has approved a budget estimate totalling expenditures for next year of \$134,318,838. Coincident with the budget adoption, the board also approved a salary increase of \$3,000 for Supt. W. J. O'Shea, making his salary \$15,000 beginning with January, 1925. The new budget provides \$32,700,000 for the building site committee with which to acquire sites and to enlarge and construct new buildings.

—The master builders' association at Oakland, Calif., has approved the proposed \$10,000,000 bond issue to be voted upon at the November election. The bond issue is to be divided as follows:

Two high schools of 150 classrooms; four junior high schools of 120 classrooms; one unit of a high school plant containing ten classrooms; nineteen elementary schools and first units, containing 206 classrooms; six additions to high schools to contain 83 classrooms and 23 additions to grade schools of 182 classrooms. New High schools will cost approximately \$4,600,000 and new elementary schools approximately \$4,900,000.

—Philadelphia, Pa., will spend \$20,000,000 on new school buildings, the erection of which will be speeded up during the next school year. The list of new buildings includes three senior high schools, six junior high schools, one continuation school, one special school, seventeen elementary schools, four wings to present buildings and a girls' trade school.

—New York, N. Y. Nearly 40,000 new sittings will have been made available in 1925 when the new building program has been carried out. Two Boroughs, Brooklyn and Queens, will receive the greatest relief from the program. Seventeen of the 55 buildings will go to Brooklyn and 22 to Queens Borough. In Manhattan, only two new schools and three sites have been planned. The school board has provided a special fund of \$150,000 for new temporary buildings and \$100,000 for temporary sites.

Of the new sittings, 24,179 will be in the elementary grades, 10,500 in the vocational and continuation schools, and 4,500 in the high schools. Manhattan will have a new school, an additional site for the Manhattan Trade School, and a building with 2,500 sittings for a continuation school near Williamsburg Bridge.

—Bellingham, Wash. The city schools cost \$56,000 more to operate in 1924 than they did in 1923, according to a report of Secretary W. D. Pratt. The operating expenses in 1923 reached \$363,173, as compared with \$419,171 in 1924.

The estimated receipts for 1925 will total \$424,000 and the expenditures will reach \$429,000, including a salary increase of \$10,000. This leaves an overdraft of \$6,000 which may be avoided by reducing the budget slightly.

—Eighteen special students cooperated with Dean P. C. Packer of the college of education, University of Iowa, in outlining a building program to determine school construction at Cedar

(Concluded on Page 92)

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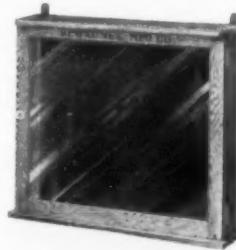
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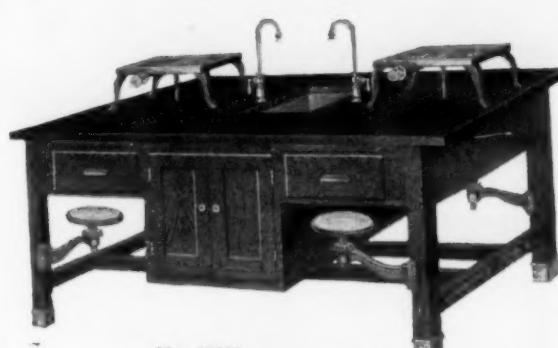


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NAPPANEE

INDIANA



(Concluded from Page 90)

Rapids. Educational experts in charge of the program predict that the program outlined will save millions of dollars.

The new plans provide for the housing of an increased school enrollment with a somewhat smaller number of buildings. At present the location of buildings requires much overlapping of districts served by the schools and an inadequate distribution of structures for the entire city.

The last of the one-room schoolhouses of pioneer days disappeared from Marion County, Indiana, with the opening of schools this fall. Marion County is the first county in the state to eliminate the one-room school. Rush County ranks next, with only three schools remaining. Practically all schools in the county are now consolidated or will be by the close of the present school term.

The public schools of Indiana opened with an enrollment of more than 650,000 pupils. In ten years the enrollment has increased from 452,915 boys and girls to 650,000. The total current cost of the schools has risen from \$12,895,000 in 1914 to \$62,850,000 in 1923-1924.

The schoolhouses of the state represent an investment of nearly \$80,000,000 at the present time and this amount will probably be increased to \$100,000,000 within the next two years.

The school tax levy of Pittsburg, Kans., for the year 1924-1925 has been set at sixteen mills, or one-half mill less than last year. This levy provides \$326,070 for conducting the school business and includes an appropriation of \$24,000 for the improvement of the school plant.

At Akron, O., the school board has made a reduction of nearly \$100,000 in operating expenses to offset an increase in sinking fund charges. To effect this reduction, the board has increased the teaching load, permitting the employment of fewer teachers; reduced the appropriation for textbooks; reduced the appropriation for stationery by \$11,000, and eliminated free instrumental music instruction. The board adopted a budget almost identical with that of last year but an extra \$100,000 is to come out of the fund for the erection of new buildings.

Wayne County, Michigan, recently received \$4,522,466 from the primary school fund of the state based on an apportionment by counties.

The fund which is raised from taxes on public utilities is distributed at the rate of \$14 per child between the ages of 5 and 20 years.

—Chicago, Ill. Six elementary schools, two high schools and six additions to present buildings were among the new buildings placed in use at the opening of the school year. In addition, the sum of \$433,000 has been expended in the cleaning and decoration of 108 school buildings. One hundred portable school buildings have been displaced by additions, 86 others have been removed, and fire hazards have been removed from eighteen more at a cost of \$41,230.

—Jefferson City, Mo. A deficit of \$37,627 exists in the fund for the payment of state aid to teacher-training courses maintained in connection with the schools of St. Louis and Kansas City, and the full force of the deficit may fall on the St. Louis schools. A claim of \$79,780 by the St. Louis board of education for teacher-training work in the schools has been approved by the state superintendent but the records show only \$42,153 remain in the fund for this purpose. The situation demands a deficiency appropriation at the hands of the legislature.

—Indianapolis, Ind. In the face of protests of representatives of the Chamber of Commerce, city officials and civic organizations, the school board has approved a tax levy of \$1,1040, or an increase of 28.35 cents over that of last year.

—Albany, Ore. The cornerstone of the new high school has been laid. The building will cost about \$100,000.

—Evanston, Ill. The new \$1,000,000 high school was opened on September 2nd. It is the first unit of a proposed \$5,000,000 building and contains accommodations for 1,500 students.

—Oil City, Pa. A junior high school was occupied at the opening of the new fall term. A similar school was erected for the south side about two years ago.

—Galesburg, Ill. The Douglas School, containing ten rooms and a large gymnasium, has been completed ready for occupancy. The architects have just completed arcades, connecting different floors of three of the buildings used for classroom purposes in the central group. This group now comprises six buildings.

—Columbus, O. The school board has hired watchmen for the four new high schools follow-

ing the discovery of an incipient fire in the Withrow high school. The watchmen will be on duty Saturday afternoon and all day Sunday.

—Philadelphia, Pa. Plans have been completed by the architectural department of the board for building projects to cost more than \$6,000,000.

Two new high schools are among the buildings to be erected within the next year, to be completed by February, 1926. The two high schools will follow the same plan and will each cost approximately \$1,750,000.

The other buildings to be erected are a new Junior high school to cost \$1,000,000; a girls' trade school to cost almost \$1,000,000; a new building to replace the Jackson school, to cost \$450,000, and a wing to the Lawndale school to cost \$150,000.

—Wichita, Kans. The school board has effected a saving of \$230,000 through a reduction of two mills in the tax levy for 1924-1925.

The board has also adopted a new schedule of tuition rates for pupils residing outside the city limits. The new rates are \$5 per month for tuition in elementary schools, \$7 per month in intermediate schools, and \$10 per month in high schools.

—Des Moines, Ia. A new lease for 99 years has been entered into by the board for the Bremer school grounds. The rental is to be five per cent upon the appraised value of the ground, exclusive of improvements and the appraisals are to be made each twenty years during the life of the lease.

—The school board of North Adams, Mass., has prepared plans for the erection of a six-room annex, with auditorium, for the Johnson School. The plans provide for the joining of a modern annex to a building erected more than thirty years ago.

—East Syracuse, N. Y. On August 4th, the taxpayers voted \$300,000 for the construction of a junior and senior high school. At the same time, \$14,000 in bonds were sold for the site of a new school.

—Hancock, Mich. A new high school costing \$325,000 was occupied on September 15th. The school has an enrollment of 610 students in junior and senior high school classes.

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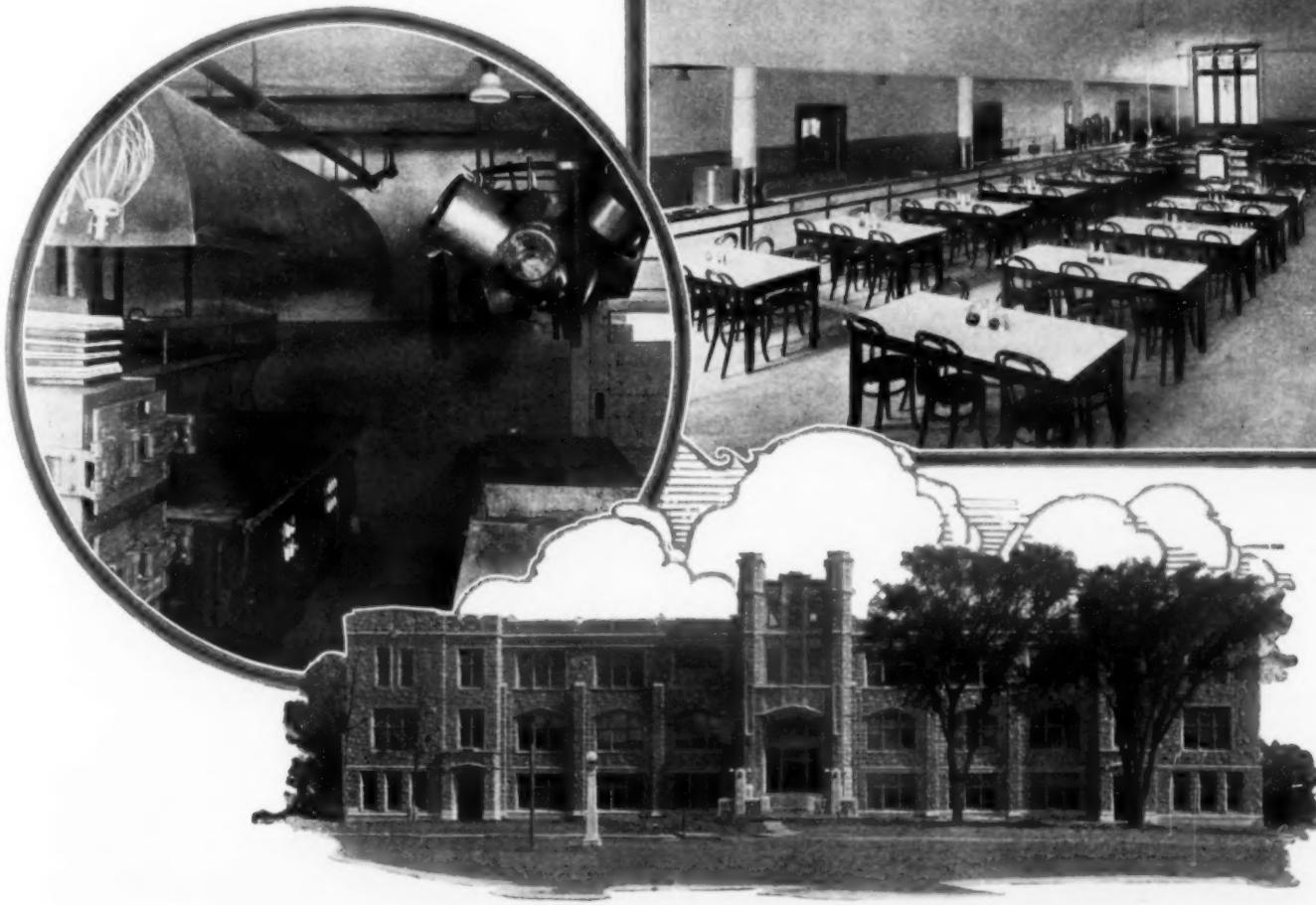
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Junior High School...Beaumont, Tex.
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Gastonia High School...Gastonia, N. C.
Alvernia High School.... Chicago, Ill.
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S. M. HITT, Architect

This is one of the many schools that are now using PIX Electric Cafeteria Equipment with great success. The entire cafeteria and kitchen were completely installed by Albert Pick & Company.



Where a county board of education under the North Carolina public laws of 1923, c. 136, §§ 234-239, consolidated some nontax districts with a school district which had previously voted a special tax, such tax was uncollectable, in view of section 77, requiring the local tax in case of consolidation to be the lowest tax voted in any of the original districts.—*Bivens v. Board of Education of Stanly County*, 122 S. E. 846, N. C.

School District Property

Where a lot is deeded to school trustees of a chartered institution of learning, subject only to revert for failure to use the school property for educational purposes, and the trustees, on the lawful creation of a separate public school district turned the building and lot over to the public school trustees who operated a public school thereat for more than ten years, claiming to own the property and are still using it for educational purposes, the original owner cannot re-enter after the expiration of ten years from the transfer and forfeit of the title, and, if he undertakes to do so, he may be restrained by injunction.—*Russell v. Town of Hickory*, 99 So. 897, Miss.

Under the Kentucky statutes, 3253al to 3235a42, stating the powers of the boards of education in cities of the second class, but not conferring any authority to give a bonus or gratuity to a contractor for the speedy erection of any school building, a provision in the contract for the erection of a school building, giving the contractor a bonus of \$100 for each day before the specified time that the building was completed, was void.—*George W. Katterjohn & Son v. Board of Education of City of Paducah*, 261 S. W. 257, Ky.

A workman or materialman cannot acquire a lien on public building but in view of the Utah complete laws of 1917, § 3753, and other sections, he has prior or preferential right to moneys in the hands of public corporations to be used in the construction.—*Mountain States Supply Co. v. Nuttall-Allen Co.*, 225, P. 811, Utah.

School District Taxation

Where a claim had been audited by the board of education, and a voucher filed for its payment with the comptroller, and a judgment thereon recovered in favor of the claimant, but the claim was refused because the board's appropriation for the year in which the liability had been incurred had been exhausted, it is held that the comptroller may be compelled to pay the claim by a mandamus order.—*Clayton Co. v. Craig*, 204 N. Y. S. 619, N. Y. App. Div.

School District Claims and Actions

A school district may sue and be sued.—*School Dist. No. 38 v. Rural High School Dist. No. 6*, 225 P. 732, Kans.

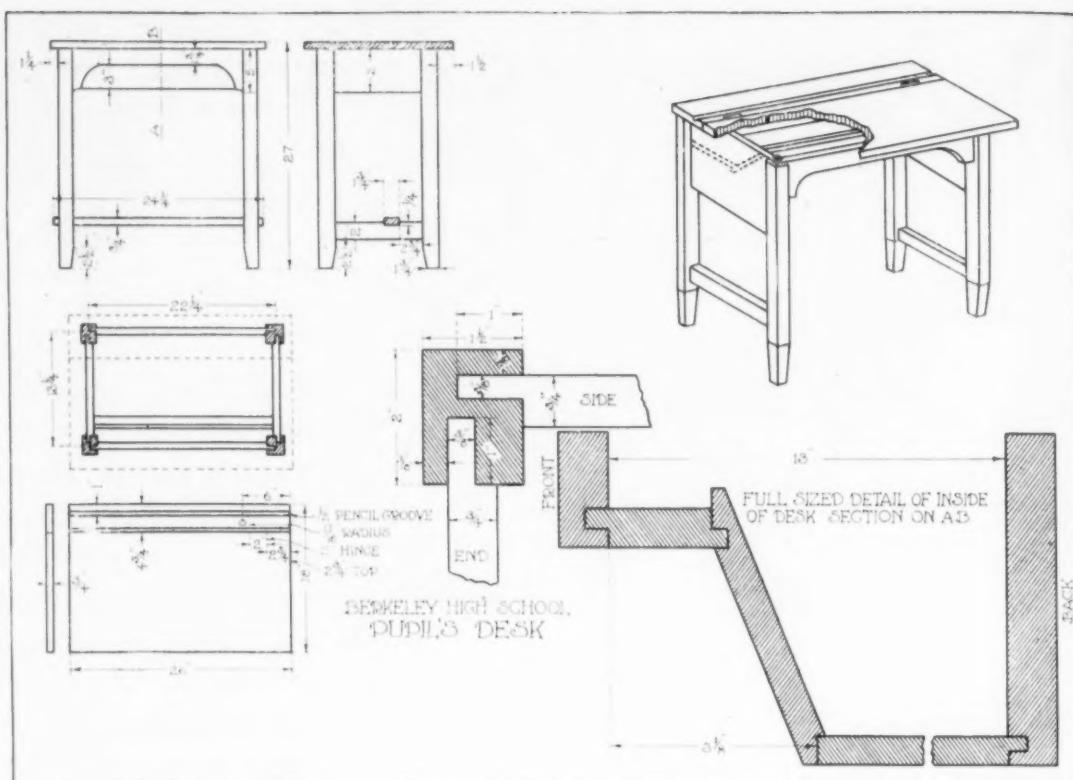
Under the Mississippi laws of 1910, c. 124, and of the laws of 1914, cc. 182, 224, and of the laws of 1916, cc. 180, 194, and Heminway's code, §§ 3999-4006, inclusive, governing consolidated schools, such schools are governmental subdivisions and agencies exercising governmental functions and, there being no statute, either expressly or by necessary implication, authorizing them to be used, cannot be sued.—*Nabors v. Holly Bluff Consolidated School Dist.*, 100 So. 177, Miss.

Teachers

Under the California political code, § 1609j, as amended by the California statutes of 1921, p. 1666, empowering school boards to dismiss teachers for unprofessional conduct, a judgment of suspension against a teacher for unprofessional conduct was not void, in view of the California civil code, 3536; the word "dismiss" vesting a discretion in the board to determine whether an accused teacher should be permanently or temporarily dismissed.—*Goldsmith v. Board of Education of Sacramento City High School Dist.*, 225 P. 783, Cal. App.

The California political code, § 1609j, as amended by the statutes of 1921, p. 1666, empowering school boards to dismiss teachers for unprofessional conduct, is not void because of allowing too much discretion to board in dismissing teachers.—*Goldsmith v. Board of Education of Sacramento High School Dist.*, 225 P. 783, Cal. App.

A teacher's advocacy before public school pupils of election of particular candidate for public office is held "unprofessional conduct" warranting suspension of teacher under the



A NOTABLE HIGH SCHOOL DESK

The new high schools at Berkeley, California, are equipped with a pupil's desk of special design, which is proving especially satisfactory and economical. The desk was designed by Messrs. J. L. Poleson, E. P. Pratt and W. C. Hayes, members of the staff of the Business Department of the Berkeley schools. Mr. C. L. Blanchard, business manager of the board of education, co-operated in the work. The desks are made of oak.

California political code, § 1609j, as amended by the California statutes of 1921, p. 1666.—*Goldsmith v. Board of Education of Sacramento City High School Dist.*, 225 P. 783, Cal. App.

A district is entitled to participate in the teacher's minimum salary fund, provided in C. L. § 8446-8453, on the basis of a school year exceeding nine months, there being no statute when the act was passed fixing the length of a standard school year; section 8289 having permitted districts to use the surplus general funds for a period of ten months.—*McCartey v. School Dist. No. 9 in LaPlata County*, 225 P. 835, Colo.

Pupils

A board of education did not abuse the discretion vested in it under the Alabama acts of 1919, p. 567, in adopting a rule forbidding the pupils to leave the school grounds during school hours to receive instruction elsewhere.—*Christian v. Jones*, 100 So. 99, Ala.

Schools and School Districts

A school district may not bring action questioning existence, boundaries, or the validity of other district, since such action can only be brought in the name of the state by duly authorized officers.—*School Dist. No. 38 v. Rural High School Dist. No. 6*, 225, P. 732, Kans.

The authority conferred by the Texas revised statutes, art. 2865, on the inhabitants of part of a common school district to have it annexed to the adjoining independent district may be exercised after the former district has ordered a bond election and before such election has been held.—*Common School Dist. No. 16, Lampasas County v. Keeling*, 261 S. W. 364, Tex.

Under the Texas revised statutes, art. 2865, the right of the inhabitants of a part of the common school district to have such part annexed to the adjoining independent district does not depend upon the consent of those residing in the remainder of the district.—*Common School Dist. No. 16, Lampasas County v. Keeling*, 261 S. W. 364, Tex.



A STUDY OF RETENTION AND RETARDATION AT CAMDEN, NEW JERSEY

Carleton R. Hopkins, Supervising Principal, Camden, New Jersey

This report which has been submitted by Mr. Hopkins as a means of obtaining definite data

bearing on this important problem, points out the differences in marking pupils as carried out by new and by older or more experienced teachers; points out the higher percentage of failures in both grades and subjects for the term ending in January; shows that the highest percentage of failure is in grade 6A and that the lowest percentage of failure is in grade 2A; shows the per cent of failure by grades has been reduced by eleven per cent in three and one-half years; shows the per cent of normalcy has increased while the enrollment of over-age has decreased. It is pointed out that children who skip a grade not only make good but usually lead the class into which they are promoted. Out of 106 pupils skipped all have made good with one exception.

The report shows that the per cent of failure by grades has been reduced by eleven per cent in three and one-half years from 20.3 to 9.1 for the general school average. The per cent of failure in state exams has been reduced in one year as follows: 20 per cent arithmetic; 21 per cent English; 3 per cent history; 28 per cent geography; spelling 19 per cent. The per cent of failure in eighth grades has been reduced as follows: Spelling, 18.1 to 8; geography, 20. to 3; history, 19.8 to 7.2; reading, 28.4 to 8; penmanship, 22 to .7; drawing, 9.9 to 4.4; arithmetic, 30.7 to 16.6; music, 17 to 9; grammar, 36.2 to 8.

The per cent of failures in seventh grades has been reduced as follows: Spelling, 21.5 to 9; reading, 21.7 to 16; penmanship, 31.3 to 2.7; geography, 31.6 to 10; arithmetic, 50 to 20; grammar, 31.2 to 12.7; history, 54.2 to 16.5; drawing, 21.1 to 12; music, 28.8 to 17.

The report points out that the per cent of retarded has decreased while the per cent of accelerated pupils has increased. In 1920 there were 28 per cent retarded and in 1924 this had been reduced to 8.4. In 1922 there were three accelerated and in 1924 there were 14.4 per cent accelerated. At the same time there were 34 per cent of retarded pupils and 4 per cent of accelerated pupils in cities over 25,000 population throughout the country.

The report again points out that the per cent of normalcy has increased and that the number of over-age pupils has decreased. In 1920 there were 60 per cent classed as normal pupils and in 1924 this had risen to 77.2 per cent. In 1920 there were 63 pupils who were under-age and 161 over-age. In 1924, 81 pupils were under-age and 46 pupils were over-age.

ADMINISTRATION NOTES

—North Adams, Mass. The school board has approved a plan for placing supervising principals in charge of several buildings with responsibility for the supervision. This replaces a former plan where building principals assumed

(Concluded on Page 97)



Look for the "Raised-Rim" Top

Sani-Onyx - Sani-Metal for Beauty - Sanitation - Permanence

MANY institutions, realizing the necessity of a cafeteria, have made the unfortunate mistake of purchasing and installing temporary food and drink equipment. Failure to investigate permanent equipment that does not require constant repairing and refinishing, has cost many institutions the price of a good, substantial installation.

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feature) which prevents spilled liquids from dripping on the floor or clothing.

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Write to the nearest fixture supply house or this office for catalog and full information on the *Sani* line of food and drink equipment. Send a diagram of your floor space and we will make a blue print lay-out of a complete installation free of charge.

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RECORDS OF VULCAN ECONOMY***Figures from the City Club¹ of St. Louis—***

**December, 1923, Served 8,935 Meals
—Gas Cost per meal: \$.0127**

**January, 1924, Served 27,833 Meals
(cooked with Vulcan equipment in
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—Gas Cost per meal: \$.0066



*Vulcan Economy
Hot-Top Gas Ranges in
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A letter to the Ford Hotel Supply Company, St. Louis, who installed the Vulcan equipment in the new home of the City Club, from the club's manager, Mr. Scott, and Oscar C. Blumeyer, chairman of the House Committee, contained the following paragraph:

"During the month of December, in our old building we served 8,935 meals for which the gas charges amounted to \$113.46 or \$.0127 per meal; in our new building in January we served 27,833 meals at a cost of \$186.46 or \$.0066 per meal. You will note the saving of \$.0061 in the cost of each meal. Assuming that the same number of meals were served with the old equipment, you will note the new equipment saved us \$167.02 for one month."

Similar savings are possible in almost all kitchens. The convenience and efficiency of Vulcan cooking equipment is unsurpassed. "Cutting Cooking Costs" will bring you more facts of value. Just request a copy on your letterhead.

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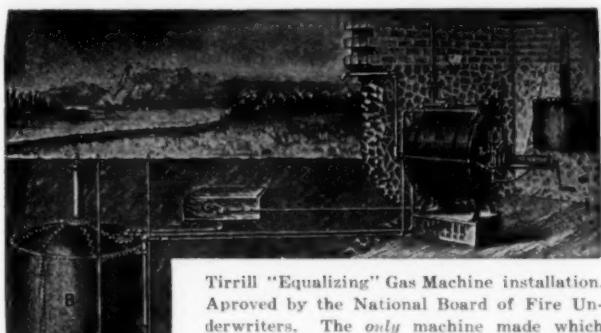
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If you will send us your gas problems we will gladly submit estimates and suggestions.



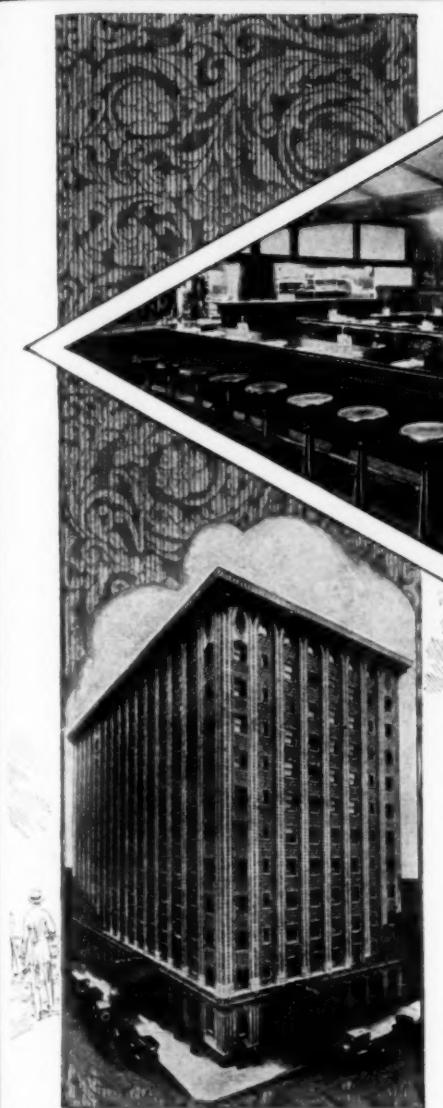
Tirrill Domestic Science
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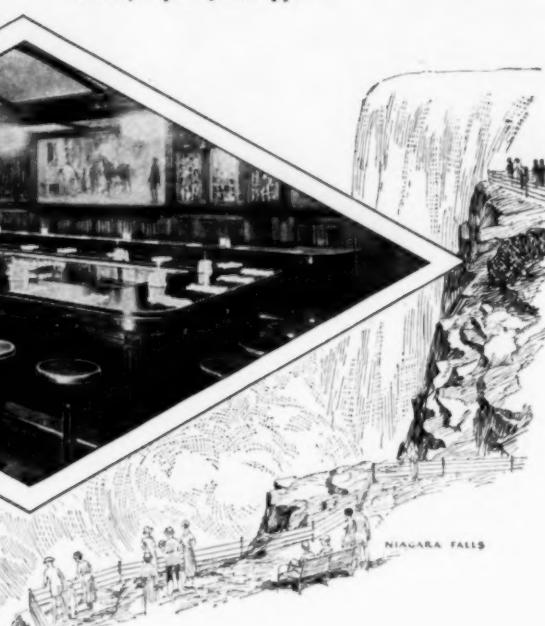
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(Concluded from Page 94)

this work. In accordance with this plan, Mr. Harry Hayden has been made supervising principal in charge of three of the grade schools.

—Fenton, Mich., with a population of 2,500 and a school enrollment of 750 pupils, is operating without a high school principal. The school is organized as a six-year high school and is operated on the sixty-minute period plan. A library study-hall is in operation this year.

—Plymouth, Mass. In the admission of underage children to the first grade, the school authorities have adopted the plan in operation at Winchester. The plan was described by Prof. Lincoln of Harvard University in the February number of the *Journal*.

—Supt. E. C. Pruitt of the Sangamon County, Ill., schools has announced to all school directors and members of boards of education, that all children will be required to attend school until they reach the age of 16 years, whether they have graduated from the eighth grade or not. All eighth grade graduates will be required to go on to high school, while those who failed to pass the eighth grade will be sent back for review.

—During the last half year a follow-up worker has been engaged in studying the performance of individual pupils of Highland Park, Michigan, on standard arithmetic tests. The findings have been so instructive to pupils, teachers, principals, and supervisors that the work will be continued and broadened. A second follow-up worker has been engaged to do similar work in English and other branches.

—By reducing the number of retarded pupils and accelerating graduation, the vacation school classes of New York City save the city large sums of money every year, according to E. C. Bidney, director of extension activities. The classes are also instrumental in relieving congestion in the schools during the regular term and ultimately in reducing part time.

Certificates showing a term's work completed were won by 14,518 pupils at the close of the summer's work, which effected a saving of \$343,540 over the cost of putting them through the regular educational routine. The cost of operating the vacation schools amounts to about \$92,000.

—A school board has no authority to go outside of its designated powers to employ funds in its keeping to the financing of projects that bear only indirectly on the welfare of the district, according to an opinion of the Attorney General of South Dakota. The opinion was rendered at the request of C. A. Wilson, state's attorney at Hot Springs, S. D., where the school board was considering the legality of constructing a foot bridge over the Cheyenne river in the Cascade School District No. 2. The proposed structure would involve an expenditure of \$1,000 and was desired to afford direct access to the school for students in a large part of the district.

—Minneapolis, Minn. The State Commissioner of Education of Minnesota has given an opinion to the Minneapolis board to the effect that the district is entitled to state aid for every child enrolled and instructed in the Dowling School for Crippled Children. On this basis, a tuition fee may not legally be charged for instruction of non-resident pupils.

—Oil City, Pa. During the past two years supervisors of grade work have been employed in the schools with considerable success. There was a great need for such assistance since principals were teaching principals, with little opportunity for supervision. Two trained supervisors were secured, one for the primary grades and one for the intermediate grades.

Within the last two years the seventh and eighth grades of the South Side Junior High School and the ninth grade of the Senior High School have been departmentalized. Both junior high schools are now operated on the departmental plan and promotion is by subject.

—The amount of special aid to be paid to a union free high school in Wisconsin for transportation is governed by the consolidated rural school statutes, according to a recent opinion given by the attorney general of the state. The attorney general also holds that the amount to be charged by a high school to a town for the tuition of a student is governed by the same statutes.

—A new plan whereby students in Clark County, Tenn., may be given a mid-winter vacation with short summer vacations, has been inaugurated under the direction of Supt. Paris Akin. The great trouble in rural districts has

been that in winter the student often finds it impossible to get to school. Under the new plan the schools are to be closed during the worst months, and teachers will be permitted to attend normal school during this mid-winter vacation. It has the advantage of increasing school attendance and of insuring a good education to the country child. The plan was placed in operation on August 4th and schools will be in session five months, closing on December 19th. On March 16th another term will open and will run until June 5th.

—Richmond, Calif. A change in the method of supervising primary schools has been put into effect this year. Supervising principals have been eliminated and instead, a deputy superintendent has been appointed, to have charge of reports, attendance and other duties.

—Governor Branch of Indiana has issued a notice that contracts made some time ago by the state board for school books to be used in the schools of the state are in full force and effect. The books are to be used in the schools until further notice. The companies to which contracts for textbooks have been awarded are the John C. Winston Company, Bobbs-Merrill Company, Macmillan Company, Rand-McNally Company and W. S. Benson Company.

—The new high school at Trenton, Mo., completed at a cost of \$175,000 was occupied at the beginning of the fall term of school. The building is one of four projects undertaken in the last seven years, representing an expenditure of approximately \$320,000.

The building is three stories high and contains 52 classrooms. The corridor on the first floor opens on the balcony of the gymnasium. The gymnasium proper has space for a large gathering and is equipped with showers for both boys and girls.

On the second floor are found the classrooms and administrative offices. The third floor provides additional classrooms, a library and reading room, a study hall and auditorium. The auditorium is 90 by 68 feet in size and has accommodations for 1,050 persons. Steel lockers have been provided for the disposal of pupils' books and clothing and a cafeteria has been provided for students who cannot go home for lunch.

*Lincoln
High
School,
Lincoln, Neb.*



CLEAN FLOORS —in Lincoln, Nebraska, High Schools

The Board of Education of Lincoln, Nebraska, believes that better schools deserve better scrubbing methods. In the two fine new school buildings shown here, Finnell Electric Scrubbing Equipment is used regularly to keep the floors clean and sanitary.

The Finnell System of Electric Scrubbing was adopted by the Lincoln Board of Education after thorough test of the results. The first equipment was ordered several years ago. Since then more has been purchased from time to time as the economy and efficiency of Finnell Scrubbing became more and more apparent.

Finnell Scrubbers are made in several sizes. Finnell scrubbing engineers arrange equipment to meet the needs of any building, large or small. Once installed, the Finnell System scrubs from 500 to 4,000 square feet per hour. One man can do the work of three to ten or more scrub women or janitors. It uses clean water throughout. It keeps new floors *clean* and restores old floors to their original brightness and whiteness.

Booklet, "Electrical Scrubbing," and large illustrated folder giving details of Finnell System will be sent to anyone on request. Address

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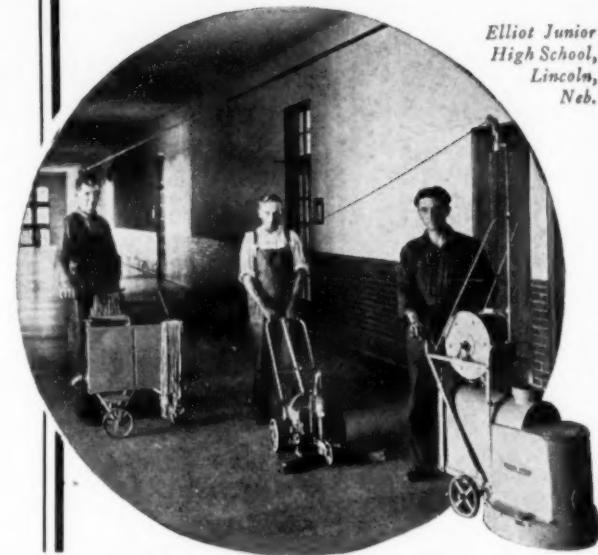
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University of North Carolina, Chapel Hill, N. C.
Michigan Agricultural College, Lansing, Mich.
Massachusetts College of Pharmacy, Boston, Mass.
Board of Education, Lincoln, Nebr.
Board of Education, Richmond, Va.
Board of Education, Middletown, Ohio.
New Trier High School, Kenilworth, Ill.
University of Missouri, Columbia, Mo.
Elgin Academy, Elgin, Ill.
Board of Education, River Forest, Ill.
University of Pennsylvania, Philadelphia, Pa.
St. John's Military Academy, Nashotah, Wis.

*Elliot Junior
High School,
Lincoln,
Neb.*



stantial increase more commensurate with the importance of the office and the heavy burden carried by the incumbent.

TEACHERS AND ADMINISTRATION

—Allentown, Pa. The school board has adopted a resolution prohibiting teachers from accepting pay for coaching pupils. The resolution was adopted as a result of complaints that teachers had charged as high as \$1 an hour for extra instruction. It frequently happened that the extra time was taken up during school hours.

—New York, N. Y. Plans have been made by the visiting teachers of the city to seek higher salaries through an appeal to the state school commissioner. In a decision of the state commissioner relative to the Gilmartin case, it was held that inasmuch as the teacher held a special license, she came under the provisions of schedule A3 of section 883 of the New York education law. Visiting teachers are not paid under schedule A3 but under schedule IVm. Under the former schedule, such teachers would begin at \$1,900 and would advance to \$3,250 for the tenth and subsequent years. It is contended that all visiting teachers are affected by the decision since they hold special licenses.

—Rome, N. Y. The school board has adopted a revised salary schedule to conform to the new law giving men and women teachers equal pay for service rendered. Maximum salaries remain the same but a few minimum salaries have been reduced, and yearly increments have been set uniformly at \$75. The salaries are as follows:

For graduates of state normal schools or equivalent, kindergarten and grades 1 to 6, minimum, \$1,050; maximum, \$1,650; grades 7 to 8, \$1,100, \$1,700; vice principal elementary school, household arts, household science, continuation school, ungraded classes, \$1,200, \$1,800; principal elementary school, five to 10 rooms, \$1,350, \$1,950; ten rooms and up, \$1,750, \$2,750.

For graduates of college or equivalent, heads of departments in high school, \$1,750, \$2,550; high school teachers, \$1,350, \$1,950; music \$1,750, \$2,550; high school dean, \$1,550, \$2,150; superintendent elementary instruction \$1,650, \$2,450; grade manual training, \$1,550, \$2,150; physical director, \$1,750, \$2,550; principal part

time school \$1,750, \$2,750; principal high school, \$2,750, \$3,750.

As a means of introducing new teachers to their work the school authorities at Kansas City, Mo. have adopted a plan of special supervision in which the instructors of the Kansas City teachers' college take part. Under the plan introduced by Supt. I. I. Cammack, the teachers of method and practice in the teachers' college are responsible for the direction and supervision of all graduates of the college with the sixty hour diploma, during the first year of service in the elementary schools.

The purpose of this supervision is: First, to assist the teachers to thoroughly and quickly master the problems of the schoolroom;

Second, to enable the instructors to become acquainted themselves with problems that confront the teachers when they enter the classroom;

Third, to familiarize the principals and supervisors with the work of the teachers' college.

It has been found that the graduates are frequently perplexed by the difference in method in the various schools and by the fact that the actual practice in the classroom does not and cannot conform in every way to the theory which they have studied.

—Fifty additional teachers have been assigned to instruct the school children of Lansing, Mich. A total of about 424 teachers have been assigned to various schools and special duties.

—The board of education at Springfield, Mo., has voted not to recognize special teachers' certificates, except in case of an emergency. The board will also require teachers elected in recent years to qualify for a state certificate to teach in the Springfield schools.

—Lansing, Mich. The school board has established visiting days for teachers as a means of promoting better acquaintanceship among the instructors and insuring a better knowledge of the service other teachers render.

Under the plan, each sixth grade teacher is required to visit one-half day in each junior high school, the visit to be arranged by the principal of the junior high school. Each junior high school teacher is required to visit a half day in the elementary grades, a half day in the

(Continued on Page 101)



TEACHERS' SALARIES

—Last spring the board of education of New Ulm, Minn., adopted an automatic salary schedule for all grade and academic high school teachers. The schedule first recommended by the superintendent in 1922 was partially adopted. The following year further adjustments were made, with the result that the board has now brought all salaries into conformity with the schedule.

The schedule as adopted recognizes experience in grade and high schools and makes no discrimination against teachers new to the system. Experience gained in rural schools is discounted by two.

Under the schedule, the basic salary for elementary teachers with two years' training is \$950; for intermediate teachers \$1,000; for high school teachers with four years' training \$1,200. The annual salary increments are the same for all departments.

Of the 22 teachers whose salaries are governed by the schedule, only two failed to sign contracts for the next year. Of the twelve special teachers whose salaries are not based on the schedule, six have declined to sign up for the year.

—Under a recent decision of the New York board of education, funds will not be asked in the 1925 budget for increases in salaries of members of the teaching and supervising staff.

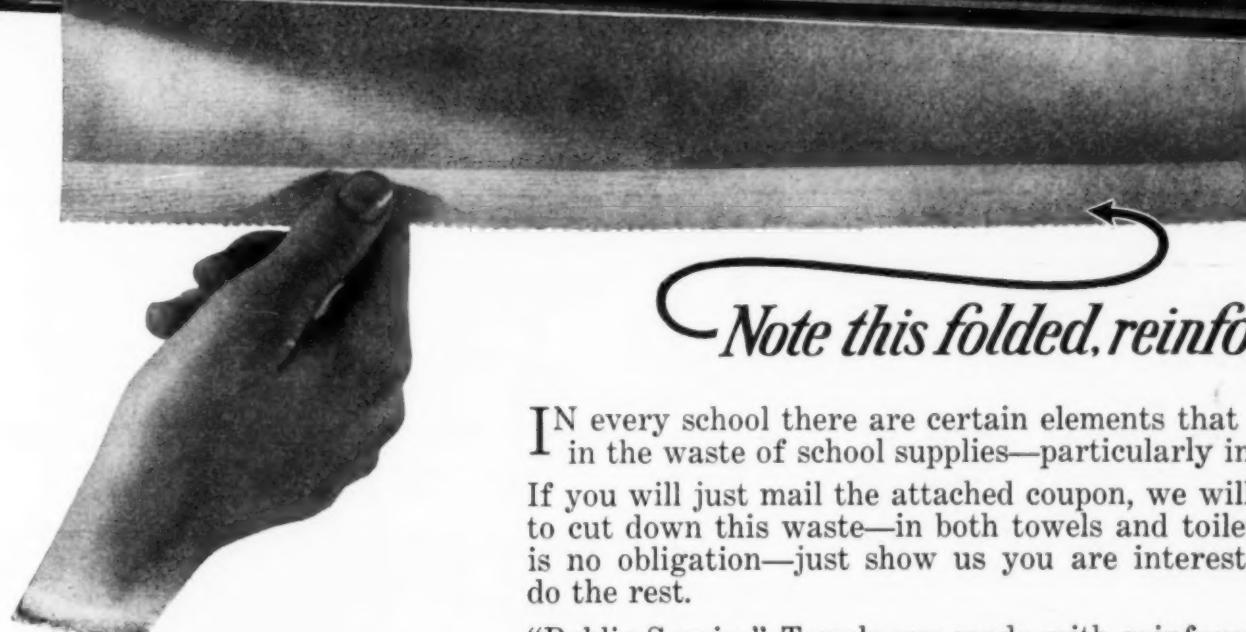
It is proposed that the general revision of salaries be deferred pending an investigation of the present rates of pay and inequalities or injustices in the same.

In one exceptional case, that of the superintendent of schools, the board has decided to include provision in the budget of 1925 for a sub-

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You can also save 20% to 30% in the cost of school toilet paper by using No-Waste Tissue in No-Waste Cabinets, which are leased free of charge to schools.

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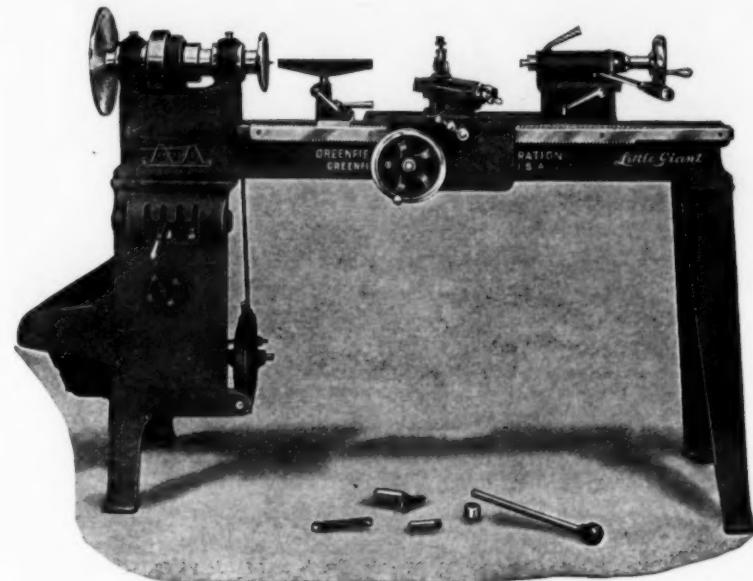
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School Representatives
R. A. FIFE CORPORATION, Mamaroneck, New York

(Continued from Page 98)

junior high school and a half day in the senior high school, the visits to be arranged by the principals. Each senior high school teacher is required to visit one-half day in the junior high school. Teachers visiting these schools are required to make a verbal report of not more than five minutes in length.

—A recent study shows that the plan of cooperation with the Dillon, Montana, public schools and the Montana State Normal College is unlike any other training school combination in the country. The city superintendent here is ex-officio head of teacher training and because of the fact that there is no due authority it has been possible to carry on a regular public school program. This summer the training school session was very profitable because it was used for opportunity purposes and a number of boys and girls were able to go on with their regular grade because of this special summer work.

—St. Louis, Mo. At the recent annual meeting of the teaching staff, held in the Soldan high school auditorium, special mention was made of the presence of 32 teachers who have given more than fifty years of service. Supt. J. J. Maddox emphasized their unusual tenure in contrasting the permanency of the teaching staff with changes in teaching staffs elsewhere. Teachers' Salaries

—Belleville, Ill. Under a new merit system, teachers of exceptional qualifications and ambition are enabled to earn increased pay up to a maximum of \$2,000 a year. Under the plan, teachers are rated twice yearly by the superintendent. In order to qualify for the superior merit class, teachers must have a rating of A in at least five of the major subjects and no grade may be below B.

—New York, N. Y. President George J. Ryan, in a communication to Supt. O'Shea, has asked that the board make a careful study of the present salary schedules for teachers, supervisors, and members of the administrative staff. Mr. Ryan concedes that there are injustices in the present rates of pay and that some rates should be raised in accordance with the qualifications and exceptional ability of the instructors. The study is to determine the justification of an increase in the budget for higher teachers' salaries.

—Peoria, Ill. Women heads of public schools have been placed on the same salary basis as men principals for the first time. Formerly women received \$2,200 a year, while men received \$2,500. Both now receive \$2,500 dating from the opening of the new school term. Six of the 21 principals in graded schools will benefit from the change.

—The school board of Superior, Wis., has adopted a recommendation providing that the president of the local normal school shall select normal instructors to assist in training teachers and that they be designated as assistant critic teachers. The superintendent of schools will be consulted in the selection of the teachers who are to work under the director of the training school.

Under the plan, critic teachers are divided into four groups. Teachers who are graduates of a normal school, with less than two years' experience, will receive \$75 per year if four cadets are trained and \$100 if six cadets are trained. Teachers with one year of training beyond graduation from a normal school, will receive \$150 for training four cadets a year, and \$200 for training six cadets. Teachers in high schools with bachelor degrees will be paid \$25 a semester hour for each teacher trained.

—New York, N. Y. Now that principals in elementary schools are paid according to the size of the school, men principals will benefit more than women. Men principals in charge of the large schools far outnumber the women, while the larger salaries will be paid to many more men than women. The higher rates of pay are for assignment to two different groups of schools—large elementary schools and junior high schools or departments.

Principals of elementary schools having 49 to 84 classes receive \$5,000 a year. Of these, 65 are men and 54 are women. The highest elementary school salary is \$5,250, which is allotted to schools having 85 or more classes. Thirteen of these schools are in charge of men and two have women principals.

More men than women have been assigned to junior high school departments at higher rates of pay. Junior high schools or departments having 25 to 48 classes have been organized in eight schools. The rate of pay is \$4,950, which is paid to six men and two women. There are 26 junior high schools or schools with junior

high departments having 49 to 84 classes. There are seventeen men and nine women assigned to these schools.

The highest elementary salary rate is \$5,450, which is paid to principals in junior high schools or junior high school departments of 85 or more classes. Six of such schools are in charge of men and two are assigned to women.

There are 344 men and women principals who will receive \$4,750 or more in 1925. Of these, 178 are men and 166 are women. Of those receiving the bigger pay for large schools, 107 are men and 69 are women.

—Retired or disabled school teachers in Indiana having completed 40 years of service receive nearly \$200,000 annually from the teachers' retirement fund, according to Estes Duncan, executive secretary of the fund. There are at present 300 former teachers aided by the fund and fully fifty more will be added to the list by the end of the year.

At the present time more than 12,000 teachers are participants outside of Indianapolis and Terre Haute, which have their own pension systems, and do not come under the law. The maximum pension received is \$700 a year, of which the teacher pays \$300. Teachers must be in service forty years to receive the full pension but for disability after 25 years they may receive \$500.

—A single salary schedule has been put into effect in Clayton, a suburb of St. Louis, Mo., this year. The salaries range from \$1,100 for teachers with two years' training and no experience, to \$2,500 for teachers with a master's degree and eight years of experience. The schedule provides for annual increases of from \$75 to \$100. Summer school attendance at least once in three years is encouraged, and teachers are given increases of \$50 for successful summer school attendance. More than ninety per cent of the teachers were enrolled in summer schools the past season.

—A study of all salary schedules in the New York City schools is to be made shortly by a committee appointed by the board of superintendents. The committee appointed for this purpose consists of Supt. Charles W. Lyon, chairman; Harold G. Campbell, Edward Mandel and Edward W. Stitt. Another committee appointed to appraise the salaries of the clerical



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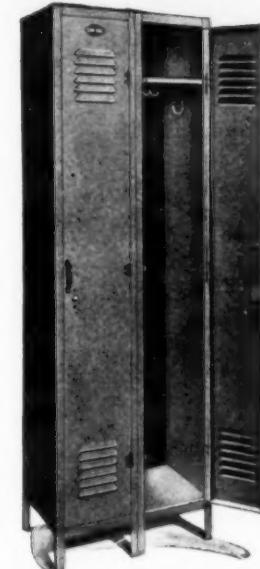
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force consists of Supts. Gustave Straubenmuller, chairman; Edward B. Shallow and Margaret McCooey.

These committees will study and make recommendations as to the schedules for associate superintendents, district superintendents, directors and assistant directors, principals, teachers and substitute teachers, and also as to the adjustment of salaries of clerks in the headquarters building and those assigned to district superintendents. After the work connected with the study has been completed, the committees will meet together as a committee of the whole to prepare its recommendations and to make its report to the board.

—West New York, N. J. Thirty teachers on the teaching staff recently received increases of \$25 as a result of their having completed sixty hours of study each in the colleges and summer schools during vacation time. The increases are in accordance with the provisions of the salary schedule.

—Kaukauna, Wis. Eight teachers have lost their positions because of a ruling barring married women teachers. The rule was passed last fall and became effective immediately.

—San Francisco, Calif. Home talent first has been adopted as a policy by the board in making appointments in the schools. The appointment of a teacher recommended by Supt. J. M. Gwynn was held up because he is a "newcomer" to the city.

—Elgin, Ill. Unmarried women will be given preference in making appointments in the schools. Under a new rule, contracts of teachers contain a clause which nullifies the contract where a teacher marries during the school term. Teachers already married are not affected by the rule.

The Varying Value of the Teachers' Pay Check

Mr. L. C. Bain, assistant director of reference and research at Cleveland, O., has recently prepared a table showing the equivalent in purchasing power up through 1922-23 of salaries paid in 1910-11.

The first column shows the salaries required to equal the purchasing power of the \$1,000 salary of 1910-11; the second shows those required to equal the purchasing power of the \$2,500 salary of 1910-11. The third and fourth,

respectively, give the same information for the \$4,000 and \$6,000 salaries of 1910-11.

To illustrate: To equal the purchasing power of the \$1,000 salary of 1910-11, a salary of \$1,075 was needed in 1911-12, one of \$1,955 was needed in 1917-18, one of \$1,451 in 1921-22, and one of \$1,617 in 1922-23.

The great variations in the purchasing power of the dollar suggest the shortcomings of any salary schedule which is based on the dollar.

| School Year | Salaries Equivalent in Purchasing Power to Indicated Salaries for School Year 1910-1911 | | | Index Units | Purchasing Power Per Cent of Increase or Decrease (Base) |
|-------------|---|-----------------------------|-------------|-------------|--|
| | Amount | Per Cent of Increase (Base) | Index Units | | |
| 1910-1911 | \$1000 | \$2500 | \$4000 | \$650 | 5.651 .1 |
| 1911-1912 | 1075 | 2686 | 4302 | 700 | 6.231 10.3 |
| 1912-1913 | 1046 | 2616 | 4186 | 750 | 6.556 16.0 |
| 1913-1914 | 1061 | 2652 | 4243 | 800 | 7.598 34.5 |
| 1914-1915 | 1087 | 2718 | 4348 | 950 | 7.216 27.7 |
| 1915-1916 | 1205 | 3012 | 4819 | 1000 | 5.500 *D 1.7 |
| 1916-1917 | 1602 | 4004 | 6407 | 1029 | 5.126 *D 9.3 |
| 1917-1918 | 1955 | 4889 | 7822 | 11732 | 92.3 5.476 *D 3.1 |
| 1918-1919 | 1985 | 4962 | 7939 | 11908 | 167.7 6.943 22.9 |
| 1919-1920 | 2179 | 5447 | 8716 | 13074 | 212.3 10.494 85.7 |
| 1920-1921 | 1682 | 4204 | 6727 | 10090 | 230.8 12.878 127.9 |
| 1921-1922 | 1451 | 3629 | 5806 | 8708 | 2270 249.2 12.206 116.0 |
| 1922-1923 | 1617 | 4042 | 6468 | 9701 | *Decrease. |

A second table, similarly prepared by Mr. Bain, indicates the economic hardships suffered during the past decade by teachers and nearly all classes of salaried workers.

The table shows the salary of an elementary teacher for the period 1910-11 to 1922-23, the purchasing power of her yearly salary expressed in terms of index units, and the per cent of increase or decrease in that purchasing power on the basis of that of the 1910-11 salary.

This teacher was employed at a salary of \$650 in 1910. By 1915-16 she was receiving \$1,000, and by 1918-19 she was receiving \$1,250. The effect of war-time and post-war increases are shown in her salary from 1919 to 1922. Her 1923 salary of \$2,270 represents an increase of 249.2 per cent over the \$650 paid her in 1910-11. During this time, however, the purchasing power of her 1923 salary was but \$116 greater than that of her \$650 for 1910-11. Indeed, as a result of the variation in purchasing power, this teacher was better off financially in 1921-22 when her smaller salary of \$2,150 had a purchasing power of 127.9 per cent greater than the 1910-11 salary.

Column four shows the per cent of increase or decrease of purchasing power and indicates that for most of the twelve years she taught,

this teacher, despite her salary increases, was not vastly better off than when receiving \$650 a year. During the three years, 1916-19, the purchasing power of the \$1,029 to \$1,250 that she was paid was actually less than her \$650 in 1910-11.

| School Year | Salary Amount | Per Cent of Increase (Base) | Index Units | Purchasing Power Per Cent of Increase or Decrease (Base) | |
|-------------|---------------|-----------------------------|-------------|--|-----------------|
| | | | | Index Units | Decrease (Base) |
| 1910-1911 | \$650 | 7.7 | 5.651 | 5.650 | .1 |
| 1911-1912 | 700 | 15.4 | 6.231 | 6.230 | 10.3 |
| 1912-1913 | 750 | 23.1 | 6.556 | 6.555 | 16.0 |
| 1913-1914 | 800 | 46.2 | 7.598 | 7.597 | 34.5 |
| 1914-1915 | 950 | 53.9 | 7.216 | 7.215 | 27.7 |
| 1915-1916 | 1000 | 58.3 | 5.500 | 5.500 | *D 1.7 |
| 1916-1917 | 1029 | 77.4 | 5.126 | 5.126 | *D 9.3 |
| 1917-1918 | 1153 | 1250 | 92.3 | 92.3 | 5.476 *D 3.1 |
| 1918-1919 | 11732 | 1740 | 167.7 | 167.7 | 22.9 |
| 1919-1920 | 11908 | 2030 | 212.3 | 212.3 | 10.494 85.7 |
| 1920-1921 | 13074 | 2150 | 230.8 | 230.8 | 12.878 127.9 |
| 1921-1922 | 10090 | 2270 | 249.2 | 249.2 | 12.206 116.0 |
| 1922-1923 | 9701 | | | | |

PERSONAL NEWS OF SUPERINTENDENTS.

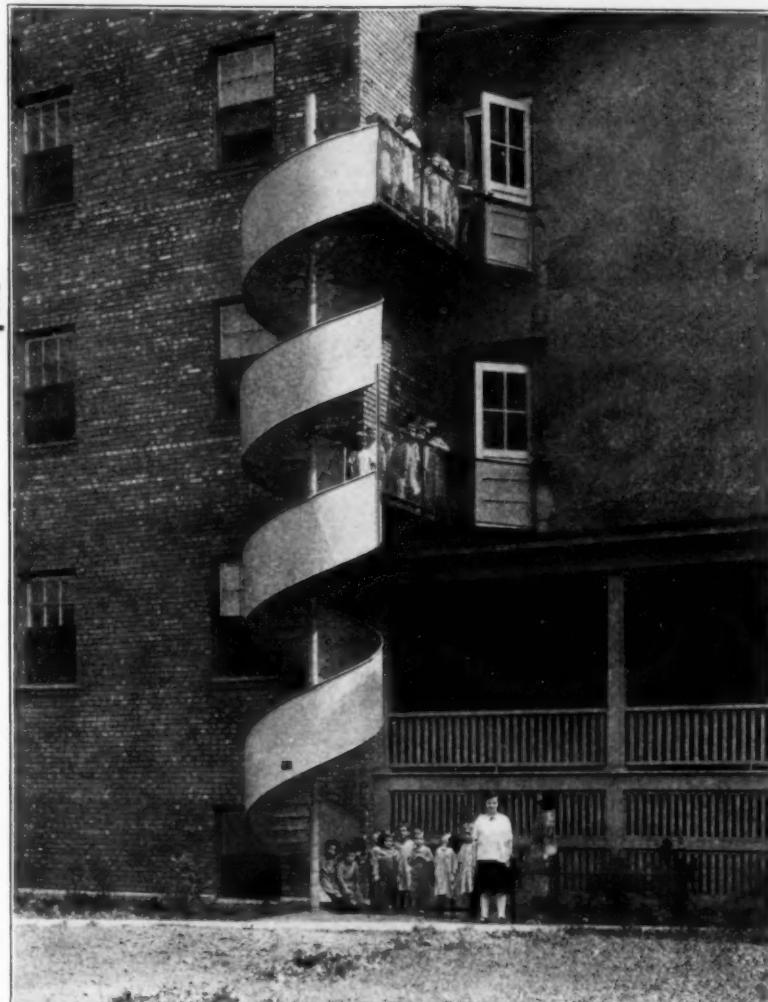
—Mr. A. W. Bevers, for the last five years head of the schools at Claremore, Okla., has accepted the superintendency at Hominy at a substantial increase in salary. The Hominy schools have been organized on the six-three-three plan. A new senior high school has just been completed at a cost of \$70,000.

—Mr. E. A. Baughman of Galion, O., has become superintendent of schools at Oak Hill for the present school year.

—Mr. W. A. Stigler of Alpine, Tex., has been elected assistant superintendent of schools at El Paso. He succeeds W. O. DeWees.

—Mr. E. L. Brown, for the past 24 years principal of the North High School, Denver, Colo., has been promoted to the position of assistant superintendent. Mr. Brown will have charge of the administration of junior and senior high schools and of the Opportunity School. Mr. Brown was appointed as a teacher of mathematics in the North High School in 1898 and two years later was promoted to the principalship of the school.

—Bozeman, Mont., boasts of only two superintendents in a period of 34 years. Mr. W. E. Harmon was the first superintendent for seventeen years and R. J. Cunningham was superintendent for the last seventeen years.



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few minutes, yet the speed at which they travel does not injure anyone.

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SCHOOLHOUSE DEDICATIONS

—Ripley, Tenn., opened a high school and a grammar school on the same day. Large crowds attended the exercises. T. O. Griffis, principal of the new high school, Wardlaw Steele, member of the county board of education, and E. K. Smith, newly elected principal of the grammar school were among the speakers.

—The new Bogata high school near Hackensack, N. J., was dedicated with a program in charge of Mrs. W. H. Karch, school trustee. The principal guests were Dr. Lambert L. Jackson, assistant state commissioner of education, and B. C. Wooster, county superintendent. President Norman L. Wills of the board of education delivered a formal address.

—The new consolidated school at Petersville, Ind., was opened with an address by Samuel Sharp, county superintendent. He pointed to the community room in which the services were being held as an excellent place for leisure time to be spent, showing its advantages as a place for recreation, athletic games, social gatherings and the like. He also emphasized the value of the county library system in the development of a child during his leisure hours. At the close of his talk he figuratively delivered the building into the hands of the township residents on behalf of the township trustee and the contractor.

—Prof. R. E. Hieronymus was the principal speaker at the opening of the new \$80,000 community high school at Sheldon, Ill. The committee in charge of the building operations were George S. Main, J. D. Worsham, Oscar Schlotman, Randolph Disosway, and John Amos. J. P. Roberts, county superintendent, formally accepted the building.

—The new P. A. Allen high school at Bluffton, Ind., has been equipped with a marble slab bearing the names of the school authorities as follows: H. F. Kain, president; Stella Vaughn Patton, secretary; Homer R. Gettle, treasurer; John M. French, principal; E. I. Brown, architect.

—Speeches and music attended the opening of the new high school at Wadsworth, Ohio. County Superintendent C. A. Gibson; his assistant W. H. Henderson, and Dr. S. C. Schmucker were the speakers.

—“Place the schools on a pay-as-you-go-plan,” is the plea of C. A. Eldridge of Cleveland, Ohio, secretary of the Ohio state teachers’ association. The schools of Ohio, he states, are bonded to the amount of \$750,000,000, which load must be taken off before the schools can come into their own.

—The board of education of New Philadelphia, Ohio, has chosen Walker and Norwich of Dayton to plan a new high school building. Criticism has been raised by the newspapers that local architects were not chosen.

—Superintendent R. G. Jones of Cleveland, Ohio, has proposed a four-year building program involving the expenditure of \$20,000,000. It includes an administration building to be constructed in 1927.

—Mr. H. A. Strickland has been appointed confidential secretary to Dr. John A. Ferguson, chairman of the committee on buildings and sites of the New York City board of education. Mr. Strickland formerly acted as assistant editor of the school page of the “Sun.”

—District Supt. John S. Roberts has been appointed as assistant to Supt. William J. O’Shea. He succeeds William E. Grady, who has been transferred to the Bronx. Mr. Roberts had served as teacher, principal and superintendent for 28 years. He was elected district superintendent in 1913, and is one of the few superintendents who have served in all branches of the school service.

—Mr. John A. Sexson, superintendent of schools at Sterling, Colo., for a number of years, has accepted the superintendency at Bisbee, Ariz., at a salary of \$7,700.

—Mr. R. J. Walters of Rocky Ford, Colo., has accepted a professorship in the education department of the University of Denver. Mr. J. H. Wilson, formerly principal of the high school, has been elected to succeed Mr. Walters at Rocky Ford.

—Mr. J. C. Tucker of Brenham, Tex., has accepted the superintendency at Sour Lake. Mr. Tucker had served seven years as superintendent at Brenham, and during that time the schools had grown in scope and interest.

—The new school on the Hazelridge site, at Detroit, Mich., has been named for William E.

Robinson, former superintendent of the Detroit schools from 1886 to 1897.

Two additions and one new building were opened in September. The addition to the Western high school was also opened at that time. During the second semester, three buildings and one addition will be added to the school plant. In addition to these, five new buildings will be completed in 1925, three of which will be ready for the second semester in February and two later on in the following summer.

—New York, N. Y. The school board has asked the board of estimate for an appropriation of \$6,000 for the purpose of erecting signs on sites authorized to be acquired for school purposes. Specifications have been prepared for the erection of 21 signs on nineteen sites, estimated to cost \$3,500. They are intended to inform the public as to proposed school accommodations.

—Kenosha, Wis. Operating costs for the city schools have risen fully five per cent since last year, according to a recent report of Supt. G. F. Loomis. The total expenses up to July, 1924, from the first of the year, were \$404,980, or an increase of \$20,808 over last year.

The report shows that the largest percentage of increase in operating costs is represented in the renting of stores and remodeling them for classrooms. For the part of the year covered by the report in 1923, there was spent for store rent \$10,709, and for the same period in 1924, the expenditure was \$23,050, or an increase of more than 115 per cent over 1923. A second item contributing to the increase in costs is public recreation. More facilities of public recreation have been provided by the school board during the past year than ever before in the history of the schools.

—The first life membership certificates issued by the Texas State Teachers’ Association went to J. C. Griffith of Fort Worth, who served for several years as president of the board of education. He encouraged the teachers in creating a permanent fund to ensure the life of the association. The fund has now reached the \$60,000 mark.

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1. To consider, first, the interests of the subscriber.
2. To subscribe to and work for truth and honesty in all departments.
3. To eliminate, in so far as possible, his personal opinions from his news columns, but to be a leader of thought in his editorial columns, and to make his criticisms constructive.
4. To refuse to publish "puffs," free reading notices or paid "write-ups"; to keep his reading columns independent of advertising considerations, and to measure all news by this standard: "Is it real news?"

5. To decline any advertisement which has a tendency to mislead or which does not conform to business integrity.
6. To solicit subscriptions and advertising solely upon the merits of the publication.
7. To supply advertisers with full information regarding character and extent of circulation, including detailed circulation statements, subject to proper and authentic verification.
8. To co-operate with all organizations and individuals engaged in creative advertising work.
9. To avoid unfair competition.
10. To determine what is the highest and largest function of the field which he serves, and then to strive in every legitimate way to promote that function.

If you have read the foregoing standards, there is not much left to be said, except to tell you that these principles are *present day realities* and not merely beautiful ideals for future attainment.

THE ASSOCIATED BUSINESS PAPERS, INC

The International Association of Trade, Technical and Class Publications

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NEW YORK CITY

School Accounting in the United States

(Concluded from Page 47)

thrown away everything accomplished over a period of years and are back where we started.

Comparable figures are the goal. Attention is called to the fact that it was in 1913 when the Constitution of the National Association of Public School Business Officials was adopted. Such figures are listed as the very first object of the existence of this association. Twelve years have passed and there are no comparable figures!

To secure correct and comparable figures, the capital investment must be charged off systematically and regularly during its useful life. This is known as depreciation. It is a part of our expense and a very important part. In this manner, the dissipating capital investment will be taken care of and we will not be carrying a fictitious capital account on our books.

For example, suppose 25 typewriters are purchased for a certain school plant, for \$2,000 in 1924. They last five years. The system proposed would charge current expenses with \$2,000 the year of purchase and nothing the other four years. Cost of operation in 1924 is charged with \$1,600 that belongs to 1925, 1926, 1927, and 1928. Then again, suppose replacements are made in 1929. The expense of these items is all borne in the years, 1924 and 1929 instead of equally during the years 1924 to 1933, inc.

If equipment is charged as proposed, it will be impossible to secure:

(1) Comparable figures one school district with another.

(2) Comparable figures one school plant with another in the same school district.

(3) Comparable figures one year with another in any plant in any school district.

By charging off the capital investment systematically, we accomplish the following:

(1) Cost of a disappearing asset is included in the cost figures. Necessary if figures are correct or comparable.

(2) Dissipated assets are eliminated from the Capital Account.

Depreciation and depreciation reserves are as necessary to a system of accounts as a foundation is to a building.

What are the objections to charging depreciation?

(1) Some may say, it is not necessary as we are not manufacturing an article which we must sell in competition.

However this may be, we cannot get figures comparable or correct without making this charge. It would not be correct if we left out fuel and janitorial supplies. Depreciation is more than double the sum of these two items.

(2) As the actual rate of depreciation cannot be pre-determined and it becomes necessary to set up a mechanical process, how can anything be accomplished?

Of course depreciation is a mechanical process. The business man is forced to charge off his depreciating assets; he is obliged to make the best possible estimate of their probable life. Our process need not differ fundamentally from that used in the business world. By charging depreciation, the cost of the asset is spread over a period of years, even though it may last a shorter or a longer period.

Possibly there is confusion as to the debits and credits in the bookkeeping in relation to depreciation. An account known as depreciation is charged and an account known as depreciation reserves is credited. The capital account is not disturbed, but the reserve account is an offsetting account in the determination of investment or net worth. The depreciation account is an expense account which is incorporated with the current expense accounts

in determining the total cost.

(3) The statement has been made that inasmuch as accountants cannot agree on this item, why should school officials proceed to establish a depreciation rate?

I can see no argument in this statement. Accountants may not agree as to the rate, but they will always agree that there should be a rate. There will be no great difficulty in getting together upon an equitable rate, I feel sure.

(4) It may be said that the expense of such detailed accounting is too great for the benefits derived.

Present methods are a great expense and very little value results therefrom. We have no confidence in the figures we secure. Why not spend a little more and get something worth while? Not a great amount of additional expense would be entailed by using correct methods.

The Bureau of Education is continually collecting data at considerable cost which are of no great value on account of poor accounting methods.

We do not know the amount invested in school property. Many districts make wild guesses in arriving at their cost figures. On account of the absence of proper accounting in the past, actual costs are impossible to obtain in many cases. By using the index number in such cases, all districts would be on the same basis, and valuations would be comparable. A reliable set of index numbers can be easily secured.

The association also went on record as follows: "When the cost of a replacement (such as the installation of a new modern heating and ventilating plant to replace a worn out or obsolete plant) is of such character that more than one-half the cost is clearly an increase in value of the property possessed by the school system, charge the entire cost under capital outlay. If less than one-half the cost is an increase in the value of the property of the system, charge the entire cost under maintenance."

Why not charge to each as each appears? Just as easy as any and nearer correct. Had depreciation been charged, the old plant would have been charged off and would not have been an item to reckon with. In that case all the new plant should be charged to capital outlay.

In conclusion: Little progress has been made in determining the amount of education given for a stated sum. School officials in all branches of the service have been working on this for many years. If correct or comparable figures are to be obtained, all elements of cost must be included. Furthermore, a comparable divisor must be used. Average enrollment, average daily attendance, and total enrollment are not comparable. Some schools have longer days, and some more days than others. The "pupil hour," which is the attendance of one pupil for one hour, is a comparable divisor.

The accounting problem would not be difficult of solution if attacked in the proper way. Are we willing to see another twelve years pass by and nothing accomplished?

OPPOSE STATE PRINTED BOOKS

—The Colorado Education Association, the Colorado Press Association and other organizations in the state are opposing a proposed constitutional amendment, to be presented at the coming November election, providing for a state-owned and operated printing office. The state education association, in a statement on the subject, declares that "realizing the almost prohibitive cost of providing a state printing plant, and knowing the limitation that state publication would put upon the selection of textbooks, the board of directors of the association feels that it should strongly oppose the state printing of textbooks."



WHERE "CAL" COOLIDGE LEARNED THE "THREE R'S."

The old stone schoolhouse at Plymouth, Vt., and schoolmates of Calvin Coolidge, photographed in the early '80's.

The state press association, in its communication, declares that "it is the history in other states that, where school textbooks are printed by a state printing plant, these books are very inferior to those used in states not printing their books. The best textbook manuscripts are submitted to the well known publishers and the rejected ones find their way into the state printing plants. Second-class or inferior books not only jeopardize the future of the children but give to teachers inferior tools with which to work. The press association is a unit in opposing this measure."

The facts concerning the measure and its effect on the schools have been studied and presented in the form of a report in the September number of the Colorado School Journal. It is shown that only two states in the Union, Kansas and California, print their own books. In both these states, the printing plant is an incubus to the public schools of the state. The testimony is that the plan is good for the politician but not for the schools.

In a questionnaire sent out to state superintendents and prominent educators in each of the two states mentioned, it was found that of 42 superintendents replying, not one had a favorable word for state printing of textbooks, and eighteen emphatically expressed adverse opinions. Not one of the Kansas or California educators was enthusiastic over the plan in his own state.

A few sentences may be quoted from these letters to show the opinion of these educators:

"Our legislature refused to pass such a bill."

"My observation has been that there is no gain either in the quality of the text or in the cost of books where they have been provided by state publication."

"I do not believe Kansas gets the best books for her children under the present method."

"All in all, it is my opinion that California would have had better textbooks in its schools during the past twenty years without state printing."

"Many of the books used in Kansas are those which publishers do not have a large sale for outside of Kansas and are willing to lease or sell plates at a low figure."

"School children have suffered for the lack of books that the presses could not turn out at that time."

If state printing plants in California and Kansas have not been successful educationally, and probably not financially, no prophet is needed to foretell the outcome in Colorado, where a limited school population determines a correspondingly small output.

—Dr. A. H. Seymour, president of the South Dakota Education Association, has appointed the following committee to make a study of the salary situation in the state: Dean H. C. Pryor, Northern State Teachers' College, chairman; O. S. Wood, city superintendent, Aberdeen; Delo Townsend, county superintendent Brown county; and E. C. Peterson, superintendent, Frederick. It is felt that teachers should know more about what salaries are being paid and what they have a right to expect in order that all may work for the same standards. It is hoped that this investigation will be helpful also to boards of education and superintendents who employ teachers, and who do not know just what should be paid.



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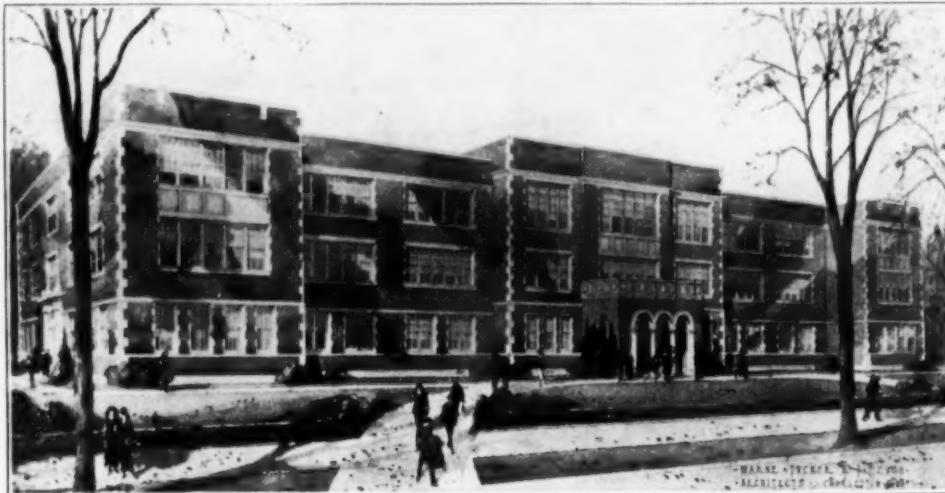
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We found in the field of School House Construction that overhead ventilation was also very desirable. As a result the Williams Plank Frame equipment has been made especially for this type of work. With this equipment we have the combination of overhead ventilation with complete reversibility for inside cleaning. By tilting the sash to any desired angle you have positive control of the outside air entering the classroom overhead. Furthermore the window is more weather tight than the ordinary double hung window.



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LAW AND LEGISLATION

—A bill to separate the school tax levies from those of the municipalities will be introduced in the next New York state legislature. The measure will have the support of school board members throughout the state.

—Claude Coffelt, a school teacher, has brought suit against A. B. Hill, state superintendent of Arkansas, alleging that the latter had caused the cancellation of a contract between himself and a local school district. The state superintendent also revoked the teacher's license. Mr. Hill holds that there is insufficient cause for action.

—The school board of Smithland, Iowa, has brought suit against L. S. Gambs for converting \$12,474 belonging to the school fund to his own use. Gambs was elected treasurer in 1922. He is a banker who kept the funds in his own bank. The bank is in the hands of a receiver.

—The Indiana industrial commission has decided that the Anderson, Indiana, school system must be held responsible for payment of compensation of \$4,105 or \$13.50 per week for 300 weeks in the case of Harry Lammert who was killed through the collapse of a school building and whose widow is the claimant. The commission decided that the man was in the employ of the board and not of the contractor. The board has appealed the case to the appellate court.

—A maximum school year of eight months is recommended for legislative action by the East Tennessee normal school superintendents' conference. This body further favors a uniform salary schedule for teachers throughout the state, with a minimum of one hundred dollars per month for a high school graduate with professional training; that the state should be made the unit of taxation to raise the needed funds for providing an elementary education for all its children; state-wide general property supplemented by a state income tax, luxury tax, and inheritance tax; apportionment of this state fund, so as to equalize educational opportunities throughout the state.

—The fraternities have once more made their appearance in the high schools of La Crosse, Wis. The Tribune of that city says: "High school fraternities are foolish when they are not dangerous. In a university, perhaps, secret

fraternities may serve a useful purpose, by providing home-like associations and upper class guidance and training for young people away from home for the first time. But high school pupils live in their homes. They have no need for fraternities, secret organizations destabilized by older heads, and it is of record that whenever a thorough investigation of fraternity memberships in high schools has been conducted it is invariably true that the fraternity youths rank low in scholarship, in wholesome school activities—in the things they are presumably in high school for. In many places they have been exposed as frankly breeding places of youthful vice. Every college fraternity of standing has repudiated them, and is definitely on record as opposed to their continuance."

—There are approximately 20,000,000 people in this country, asserts Alfred E. Rejall of the New York state educational department, who could not pass a fifth grade examination.

—By a vote of 5 to 4 the board of education of Newark, N. J., has decided to continue the all-year schools for another year, namely, to be effective September 1, 1925. Superintendent Corson has opposed the all-year school while several principals favored it. The board has now ordered a survey of the all-year school. Frank H. Somers, dean of New York University law school, and Arthur W. Greason of the Chamber of Commerce, will assist President Cavichia of the board and Superintendent Corson in making the survey.

—Too many women teachers in the high school is tending to destroy the manliness and stamina of our youth," says Lesley Bates of Alameda, California. "Even if a man teacher is a man," his letter asserts, "his constant association with women faculties will in time unsex him. We mother high school people too much. We ought to father them more. We need less apron strings and more self-reliance. The only way for men students to become inoculated with manhood is through manhood. A man's personality in the classroom is worth more than 25 women's."

—The new intelligence tests which pick out the bright boys and girls in our schools are tending toward neglect of ordinary persons like you and me," said Superintendent William Mc-

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- Ideal overhead ventilation
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Repeated use spells satisfaction.

THE WILLIAMS PIVOT SASH CO. CLEVELAND, OHIO

Displayed in Sweet's.

Andrew of the Chicago schools, recently. "The great bulk of the world's work is being done by persons not especially brilliant. Many children are that sort. We can't be sure that those who stand so high in tests are the ones who are going to be most valuable. In the town where I used to live there was a boy who was so dull that the teacher said to his mother, 'Take Tommy home. It's no use, he can't learn, for he hasn't got the apparatus.' The mother was indignant and took Tommy home. And so it was that Thomas A. Edison had but a few weeks of public school life. But he was a 'stay-putter.' Everything to which he set himself, he stuck to. There are some more brilliant electricians of whom we have never heard."

Superintendent McAndrew's Report

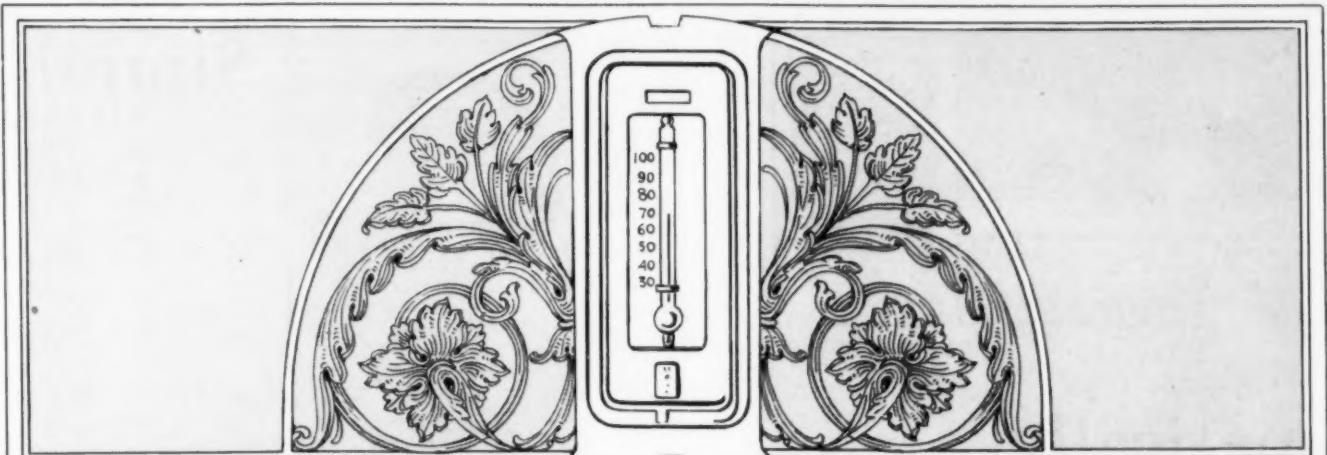
Chicago's new superintendent of schools, William McAndrew, has, after six months' service, issued his first report on the Chicago schools. He reduces to a minimum all statistical data and directs his efforts to the high points in the status of the system. At the same time he touched upon many phases of school administrative activities.

He finds that pupil membership has been increased by 43.48 per cent in the past ten years. The per capita pupil cost was \$92.25 in 1923 and a year later increased to \$92.32.

His report is largely centered upon the educational standards of the schools. He visited over a hundred schools and personally tested 5,583 pupils and found 29 per cent poor, 61 per cent fair, and 10 per cent perfect.

From February 1 to June 30 Superintendent McAndrew visited 71 schools. He wished he could have visited more, but he found that the office duties were heavy. There were, alone in the month of April, 2,230 letters to receive attention, 723 callers received, 71 telephone calls to be answered and 34 meetings to be attended. At this rate McAndrew argues that the superintendent would receive each year 26,760 letters, answer 8,340 letters, receive 8,676 persons, answer 852 telephone calls and attend 408 meetings.

He argues that a school system is by no means a one man concern and reports that he has assigned many of the duties to his assistants.



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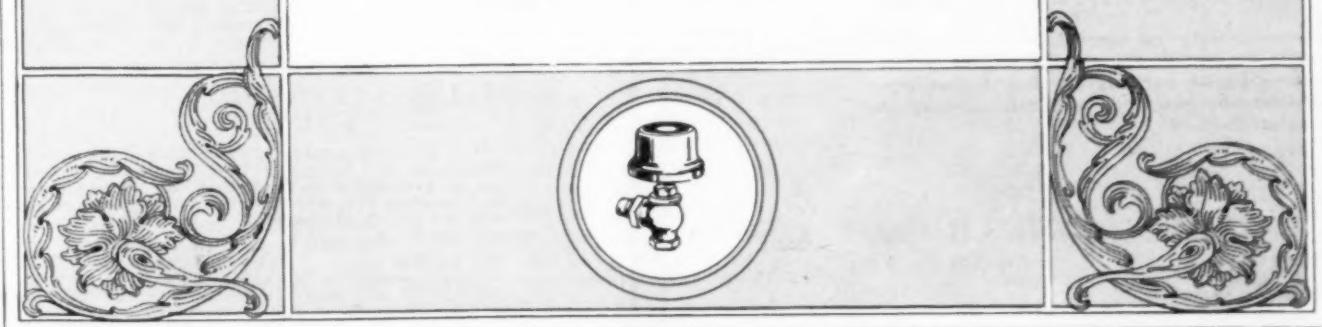
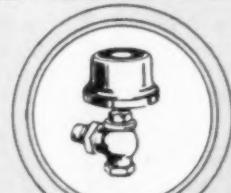
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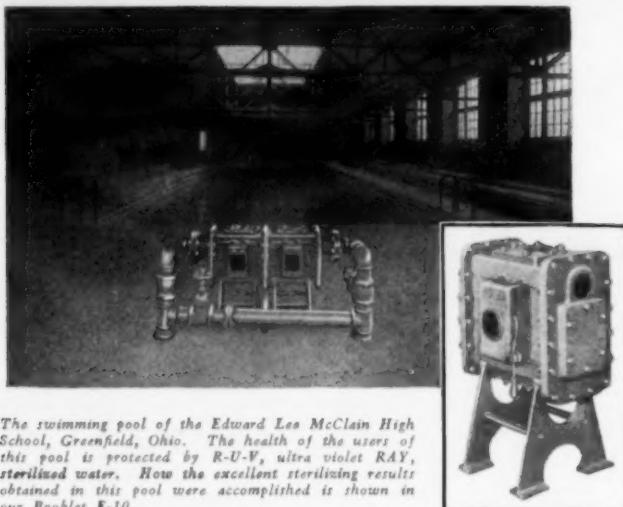
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The human element that plays so large a part in the control of other types of water sterilizing apparatus is entirely eliminated by the R-U-V, ultra violet ray, process.

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Since the R-U-V, ultra violet ray, Sterilizer does not rely upon dosing the water with germicidal chemical solutions, there is no dosage to regulate to suit the ever changing bacterial content of the water.

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This positive and automatic action of the R-U-V, ultra violet ray, Sterilizer makes it especially desirable for swimming pool use. The building janitor, the swimming instructor or practically anyone can take care of its simple operation and maintenance—and have 100% removal of disease producing bacteria assured.

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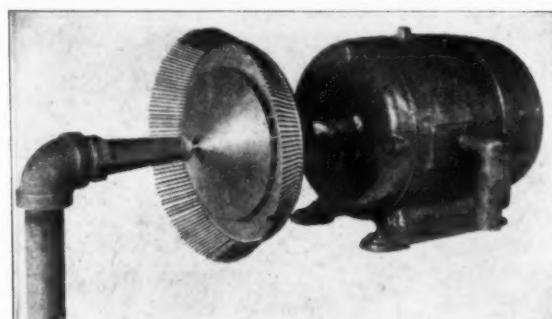
Simplicity

USUALLY the simple things prove best, most trustworthy, and most dependable. This is so in the Dunham Valve. A glance at the illustration reveals the utter simplicity of the Dunham Packless Radiator Valve. Three parts comprise it—the built-up expansion member, the handle, and the body. There is nothing about it to get out of order. It contains no stuffing boxes, springs or packing. Fine materials insure its long service.



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The Turbo Atomizer is the heart of Bayley Air Washing Systems. It does away with multiple oriifice sprayers which are easily clogged and which produce a spray not altogether free from holes.

It operates with low current consumption and at very low water pressure, throwing an even, finely divided spray radially against the walls of the washing chamber.

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TYPE "A"—For washing and humidifying (cleaning).
The Type "A" Washer is installed where cleaning is the primary consideration. It uses the water over and over, and removes 98% of foreign matter from the air. Humidity may be added as desired.

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For cooling air, the cleaning being incidental, Type "B" Washer, consisting of tandem sprays, is installed, and is capable of bringing the temperature of the entering air practically to the water temperature.

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Where clean air for drying processes must be obtained without increasing its humidity, the Type "C" Washer is installed, using a special washing emulsion.

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Plans for modern schools recognize the desirability of providing smoke screens across open corridors and at stair wells but most of the value of these safeguards are lost in that they are made of wood and glass, thus adding fuel to the flames in case of fire.

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PERSONAL NEWS OF SCHOOL OFFICIALS

C. W. BARDEEN DIES

Charles W. Bardeen, one of the striking personalities of the educational press in America for the past half-century, died at his home in Syracuse, N. Y., on August 20th, after an illness of four years. Mr. Bardeen who was 70 years old, was nationally known as an educator, author, and publisher.

Mr. Bardeen was born in Groton, Mass., in August, 1847, and was graduated from Lawrence Academy and Yale University. He was at one time vice-principal of the Connecticut State Normal School and also served as superintendent of schools at Whitehall, N. Y. He was a brilliant writer, the author of numerous educational and literary books, and a leader in educational activities. As editor for many years of the "School Bulletin," he made a notable contribution to the educational field. He knew the educational history of New York state from Hamilton's establishment of the Regents to the records of the teaching force in 1912. He was an authority on the school law of the state and had in his office nearly as complete and dependable sets of official documents as the state department itself. His writings were fearless, incisive, sometimes biting in sarcasm, but always constructive and honest. His work as editor, historian, commentator, and publisher place him among the best of the editors of state educational journals.

NEWS OF SCHOOL OFFICIALS

—Mr. W. F. Head, formerly principal of the high school at Albion, Michigan, has accepted the principalship of the Arthur Hill high school at Saginaw, Mich. Mr. W. C. Harton succeeds Mr. Head at Albion, Mich.

—Mr. J. W. Brister, state inspector of high schools for Tennessee has been elected president of the West Tennessee Normal School at Memphis. He succeeds A. A. Kincanon.

—Mrs. Emmy Keller has been elected president of the Hastings, Michigan, board of education and Mr. Frank Horton has been elected secretary of the board. Mr. Wm. Chase was reelected as a member of the board while Dr. John Nooton was elected to succeed Mr. Wm. Shulters, who retired after several years of service.

—Mr. Geo. Beggs has been elected president of the school board at Reading, Pa., to succeed Mr. John M. Seasholtz. New board members elected are Melvin W. Banford, Robert L. Strohecker and Edwin L. Bettinger.

—Mr. R. P. Crane was elected president of the board of education at Austin, Minn., to succeed Mr. J. H. Anderson. Mr. E. C. Bancroft was reelected treasurer and Mr. R. C. Anderson was elected to succeed himself as clerk.

—Mr. Peter A. Mortenson, former superintendent of schools at Chicago, Illinois, was recently appointed principal of the Lyman Trumbull grammar school at his own request, but tendered his resignation before ever assuming duties of the office.

—Mr. L. H. Allen has resigned from the Superior, Wisconsin, board of education.

—Mr. C. S. Allen was reelected president and Mr. Walter L. Bachrodt, city superintendent of schools, was reelected secretary of the San Jose, Calif., board of education.

—Mr. John Carlson was reelected president of the board of education of Kansas City, Kansas. Mr. Frank Rushton was reelected vice-president and Mary E. Helmreich was re-appointed treasurer of the board.

—Mr. Frank S. Casey, for sixteen years purchasing agent for the board of education of Kansas City, Missouri, died on August 16th.

—Mr. Frank Purdy has been elected president of the board of education at Coldwater, Mich. Mr. Purdy succeeds Mr. W. H. McCort who resigned.

—Mr. C. E. Garvin has been reelected president of the board of education at Grand Forks, N. D., and F. F. Burchard secretary. This is

the fifteenth year for Mr. Burchard in this position.

—Mr. Edward F. Cunningham, formerly science instructor in the high school at Methuen, Mass., has been appointed head of the Science Department at the Lynn Classical High School, Lynn, Mass.

—Mr. M. S. Hallman, formerly principal of the Aberdeen, S. D., high school, was elected principal of the senior high school at Dubuque, Iowa. Mr. Hallman is a graduate of the State Normal School of Pennsylvania, of Bucknell University, and of Teachers College, New York City. He taught for a short time in Pennsylvania and then went to Connersville, Indiana, where at the close of his second year he was elected principal of the high school, and served in that capacity for seven years, after which he accepted a principalship in Aberdeen where he has been located for the past six years. Mr. Hallman succeeds Mr. Fred Stevenson as principal of the senior high school at Dubuque, Iowa.

—Dr. F. C. Schurmeier was recently reelected president of the Elgin, Illinois, board of education. Four veteran members of the board, H. C. McNeil, A. M. Price, C. F. Crafts and E. E. Stewart, after serving from six to nine years each, declined reelection. New members elected in their places are C. F. Ackemann, F. E. Hallock, O. E. Salisbury and F. A. Ziegler. J. M. Manley, secretary of the board for the past seven years, has been reelected for another year at an increase in salary. Wm. Jarrett, superintendent of buildings and grounds, has also been reelected at an increase.

—Mr. J. D. Hull, formerly principal of the high school at Sullivan, Indiana, has been elected principal of the Senior high school at Springfield, Missouri.

—Mr. E. V. Hollis has been appointed as president of the newly created State Normal School at Statesboro, Ga. The school has been officially designated as the Georgia Normal School by the legislature.

—Mr. E. A. Babcock, secretary of the Charleston, W. Va., board of education, points out that the Charleston policemen average \$1,680 a year while the instructors in the city schools get only \$1,409.34.

—Miss Rita Knowles, secretary of the Moline, Ill., board of education was recently granted a

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With Berloy double tier lockers, a great number of pupils can be accommodated in very limited space, making a large proportion of cloak-rooms available for additional class room space.

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BERLOY STEEL LOCKERS



six-months leave of absence, during which period her position will be filled by Miss Alta Pierce, secretary pro tem, assisted by Marion Knowles. Miss Rita Knowles sailed in August for a six-months stay in Europe.

—Mr. E. L. Brown, for the past 24 years principal of the North High School, Denver, has been promoted to the position of assistant superintendent of schools. He will have charge of the administration of the junior and senior high schools and the Opportunity School.

—Mr. Louis Kresensky, formerly principal of the Lincoln Junior high school was promoted to the principalship of the Senior high school, Mankato, Minn.

—Mr. James A. Class was reelected president of the board of education at Hancock, Mich.

—Mr. Geo. K. Roberts was reelected secretary of the board of education at Hancock, Mich.

—Mr. Hugo Field was elected trustee of the board of education at Hancock, Mich.

—R. E. Newcomb of Cerro Gordo County, Ia., has accepted the superintendency at Schleswig. Mr. Newton is succeeded in his former office by Mrs. Pearl Tanner.

—Mr. Frank A. Collins, architect, and for 26 years deputy superintendent of school buildings in Queens Borough, New York City, died the latter part of August, at his home in Flushing. Mr. Collins was 66 years old. Following his graduation from Cooper Institute, he became head architect of an important architectural firm in Flushing.

—Mr. L. H. Kidd has been elected president of the school board at Cameron, Tex., to succeed Dr. A. S. Epperson. Mr. A. E. Wallace has taken the place vacated by Dr. J. L. Denson.

—Dr. William J. O'Shea, city superintendent of schools of New York City, is to receive a salary increase of \$8,000 a year, provided the recommendation of the budget committee of the board is approved. The present indication is that the recommendation will be carried and that Dr. O'Shea will receive a salary of \$20,000 a year after January first.

—Supt. G. C. Bowman of North Adams, Mass.,

has been reelected for the next year, with a substantial increase in salary.

—Mr. James A. Close has been reelected as president of the school board at Hancock, Mich. G. H. Roberts has been chosen secretary for the coming year.

—Mr. Milo Meredith has been reelected as president of the school board at Wabash, Ind.

—Mr. A. C. Wise has succeeded himself as a member of the school board at Washington, Ind. Mr. S. A. Ward was elected secretary.

—Donald E. Rice, for three years business manager of the schools of Oakland, Calif., has been reelected for a fourth term.

—Mr. Wilson Arbogast, formerly president of the school board at Allentown, Pa., died at his home on July 13th after a long illness. Mr. Arbogast was elected to the board in 1911 and became president in 1916. He resigned from the board in 1922 because of failing health.

—Mr. Fred Buck has been elected president of the east side school board at Saginaw, Mich., to succeed George Boyd. George B. Wilcox was elected vice-president, and E. C. Oscar, secretary-treasurer.

—Mr. G. R. Smith has been elected president of the school board at Greenville, Mich., to succeed E. W. Ranney, who has retired after fifteen years' service.

—Waynesburg, Pa. Harry Denney, secretary of the Rices Landing school board, who was placed on trial early in September, on the charge of assault and battery, was acquitted by a jury. The jury divided the costs between the defendant and the prosecutrix. The case grew out of trouble at the school building when the common school examinations were being conducted. Denney was assisting in the examinations and in the course of his work evicted a boy who was disturbing those engaged in the work.

—Miss Ella Cronin, formerly assistant secretary of the school board of Boston, Mass., has been appointed secretary of that body to succeed the late Thornton D. Apollonio.

Miss Cronin has 26 years of service to her credit. She started her career in the office of

the secretary in 1898 as assistant. In 1912 she was made chief clerk, and in 1918 was appointed as assistant secretary. During Mr. Apollonio's absence she acted as secretary to the school committee.

—Mr. H. H. Nuckles, who has been principal of the high school at St. Charles, Mo., for three years, has accepted a similar position at Long Beach, Calif. Mr. Nuckles is succeeded by Glenn H. Park of Warrensburg.

—Superintendent Willis A. Sutton of Atlanta was elected president of the Georgia Education Association. Superintendent W. B. Martin of Dublin, was elected vice-president and Superintendent G. W. Glausier of Decatur, treasurer. Superintendent F. M. Hunter was elected director for three years.

—The Elmyra, N. Y., teachers' association elected Miss Rena Rockwell as its president.

—Mr. J. O. Webb of Alvin, Tex., has been elected superintendent of schools at Harrisburg.

PLAYGROUND SPACE IN MILWAUKEE

That there is need for giving careful attention to the matter of ample playground space for school children is indicated by the study made by a special committee of the Milwaukee school board in November, 1923, covering the play space area per child available at each of the schools.

The study revealed that only one-eighth of the elementary schools meet the generally assumed standard of one hundred square feet per child. More than sixty per cent of the schools have less than fifty square feet or one-half the standard number of square feet per child, and one school has less than fifteen square feet of play space. The typical grade school has only 39 square feet per child. In 25 schools, it is found that barracks take up a part of what space there is.

Of the 74 schools listed, ten meet the standard of one hundred square feet of play space per child, and twenty-eight provide fifty square feet of space per pupil. A table giving the distribution of schools according to the number of square feet of play space per pupil is given below:

Young America goes to School



BOYS' TOILET
Albany High School Albany, N. Y.

To find that some master mind has provided for his every comfort; for his physical well-being and has attended to the details of ventilation and sanitation to safeguard his health. He finds great delight under the shower after gym or the play yard, a cool refreshing drink awaits him at the fountain and the well equipped lavatory rooms encourage him to keep clean.

BUILT TO FIT THE NEED

Clow Plumbing Fixtures are installed throughout in over 7000 modern school buildings and are specified on many now under construction.

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Speakman Showers are made to stand the hard use of institutions and public places.

One Speakman Shower in particular has been designed for institutional use. It is the H-895, shown. This shower can be connected up in a battery or used singly. The Mixometer is the exposed type. Shower head throws all the water on the bather and does not waste any around him or her.

The H-895 Shower is furnished with lock-shield controlling stop—set the water so that only a certain amount of both hot and cold can pass. This insures a strict economy in water used.

We shall be pleased to tell you anything more you wish to know about this or any other shower in the Speakman line. We will also send any literature requested.

SPEAKMAN COMPANY
Wilmington, Delaware

SPEAKMAN SHOWERS

PERSONAL NEWS OF SUPERINTENDENTS

—Mr. E. C. Preston of Winchendon, Mass., has become superintendent of schools at Johnston, R. I. Mr. Preston is succeeded by Mr. P. W. Crowley of Gardner.

—Mr. O. W. Herr of Red Wing, Minn., has been elected superintendent of schools at Northfield.

—Mr. W. C. Kunce has assumed his duties as superintendent of schools at Prairie Depot, O.

—Mr. E. R. Beck of Bexley, O., has become assistant superintendent of the Franklin County Schools, at a salary of \$2,700 per year.

—Mr. E. B. Cauthorn has assumed his duties as assistant superintendent of schools at Dallas, Tex.

—B. Frank Brown, for twelve years principal of the Lake View High School at Chicago, Ill., died at St. Luke's Hospital in that city. At the close of the school year Mr. Brown celebrated his silver anniversary as a faculty member of the institution.

—James A. Nugent, who served as first assistant superintendent at Jersey City, N. J., has been elected superintendent to succeed the late Edward A. Murphy. Mr. Nugent is succeeded in his former position by Miss Minnie V. Shandley, formerly second assistant superintendent.

—Mr. R. W. Bell has been elected superintendent of schools at Duncan, Okla., to succeed H. B. Davis.

—Mr. W. C. Brashears has been elected superintendent of schools at Keo, Ark.

—Mr. W. W. Bennett has been elected superintendent of schools at Center, Tex., to succeed A. E. Day.

—Mr. Leonard B. Job, assistant state superintendent of schools of Indiana, resigned from that office on September 30th. Mr. Job has entered Teachers College, Columbia University, where he will continue his studies for the degree of doctor of philosophy. He will specialize on public school administration, with special reference to the financial administration of schools.

—Miss Maude Felter has been elected superintendent of schools at Wilton, Ia.

—Supt. W. K. Dwyer of Anaconda, Mont., has been reelected to membership in the National Council of Education. Mr. Dwyer has served several terms in the council.

—Mr. D. S. Williams has been elected superintendent of schools at Bozeman, Mont., to succeed R. J. Cunningham, resigned.

—Mr. J. A. Whiteford, of Bentonville, Ark., has been elected superintendent of schools at Cape Girardeau, Mo.

—Mr. R. J. Finn of Goodell, Ia., has been elected superintendent of schools at East Cascade, Ia.

—Mr. A. C. Mommsen of Kendall, Wis., has been elected superintendent of schools at Kilbourn, Wis.

—Mr. J. E. Stutzman of Fort Morgan, Colo., has been elected superintendent of the Logan County, Colo., high school system at Sterling.

—Supt. M. A. Massey of Malta, Mont., has entered upon his third year as head of the school system. He begins the second year on his present three-year contract.

—Mr. R. W. Fairchild has been reelected Supt. of schools in Elgin, Illinois, for another year at a salary of \$6,750. Miss Mae T. Kilcullen has been reelected as Assistant Superintendent at \$3,600.

—Supt. William McAndrew of Chicago is preparing to organize an institute for principals of the public schools in Chicago and vicinity. Under this plan the principals will meet once every two weeks for the discussion of school problems. No meetings have been held since the election of Mr. McAndrew, although previous to his coming into office the principals met each month under the direction of the superintendent at Fullerton hall.

—Supt. J. C. Gould, for the past six years superintendent of the Oakes, N. D., schools, has accepted a three-year contract as superintendent of the Mandan, N. D., schools, at an increase of nearly \$500. Mr. L. B. Slater, formerly superintendent of the Oberon, N. D., schools will succeed Mr. Gould at Oakes.

—Supt. H. F. Bates of Pottersville, Massachusetts, reports that the town of Swansea is building a six room bungalow type elementary school with an assembly seating 300. The building is to be completely furnished and operated with a \$60,000 oil burner heating system. The chairman of the building committee is F. L. Gardner.

—Supt. D. S. Williams, who served the Glasgow, Montana, schools for a period of fifteen years, has been elected superintendent of the Bozeman City, Mont., schools. Mr. Williams succeeds Supt. R. J. Cunningham, who has been in continuous service in Bozeman City for the past twenty years.

—Supt. W. O. Steen, who for eight years served the Beloit, Kansas, schools, has tendered his resignation and accepted a position as the Kansas representative of the World Book Company. Supt. C. O. Smith succeeds Mr. Steen as head of the Beloit schools.

—Supt. W. W. Irwin, Meadville, Pa., has been granted an increase of \$400 per year for the balance of the four year term which expires May 1st, 1926.

—T. E. Lewis, superintendent of schools at Sleepy Eye, Minn., has resigned after a service of five years.

—H. C. Dietrich of Ashtabula, O., has assumed his duties as superintendent of schools at Bexley.

—J. T. Pickering of Williamsport, O., has resigned to accept a new position at Huntington, W. Va.

—Charles W. Cookson, superintendent of Franklin County, O., schools, has assumed his new duties as superintendent of schools at Urbana.

—Mr. Charles Miles of Scranton, Ia., has been elected superintendent of schools at Bellevue, at a salary of \$2,500.

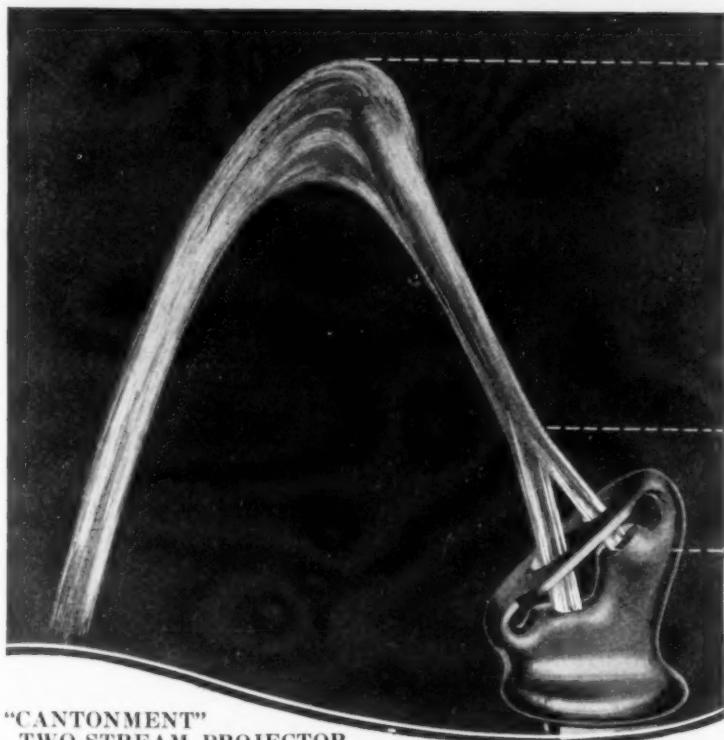
—Supt. W. R. Lowery of Hoopeston, Ill., has been reelected for the next year.

—The school superintendents of Massachusetts elected the following officers: Harvey S. Gruber, of Lynn, president; John J. Desmond, Jr., of Chicopee, first vice-president; Chester R. Stacey, of Webster, second vice-president; Burr J. Merriam, of Framingham, auditor; S. Howard Chace, of Beverly, secretary-treasurer.

—Mr. W. B. Thurman, instructor in the Virginia, Minn., high school for the last six years, has been elected superintendent of schools at Buhl. He succeeds H. J. Steel who resigned after two years' service.

—The contract of Supt. M. C. Lefler of Lincoln, Neb., which expired last year has been renewed for a three-year term. The salary attached to the office has been raised to \$7,000.

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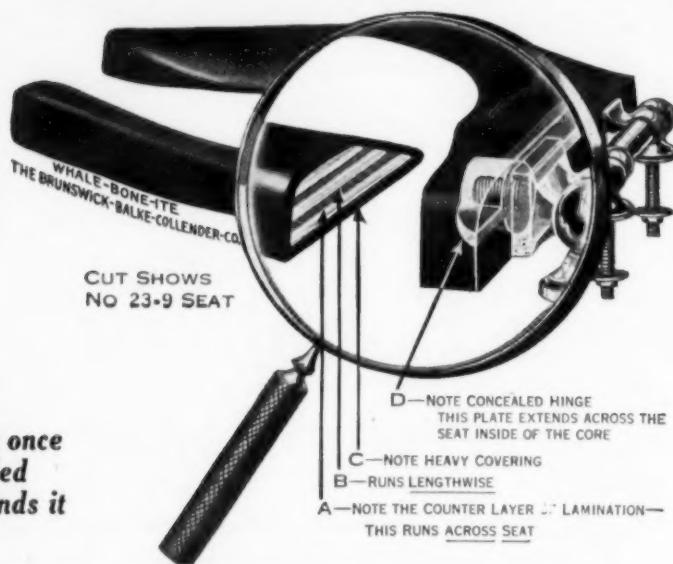
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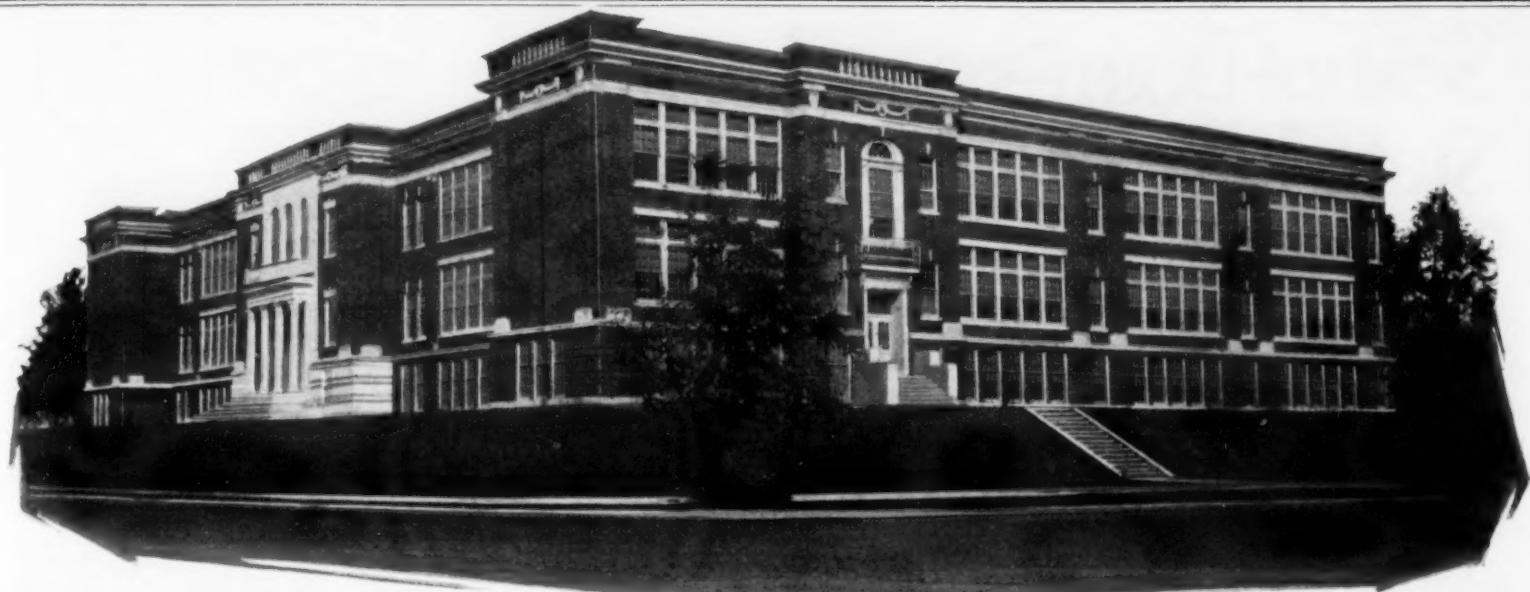
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HUGE SCHOOL BUILDING PROGRAMS Present and Prospective Plans Throughout the United States

Note: This is the last installment of the series of reports dealing with the school building programs of American cities. The first appeared in the August number of the American School Board Journal.—Editor.

Portland, Maine. Portland consists of Old Portland, so-called and a large residential section known as Deering. We are just completing a new high school which will accommodate 1,200 pupils. This high school will probably be occupied in September, 1924, and is located on a twenty-acre plot of ground. The building will be known as the Deering high school and will eventually be used as a senior high school for all the children who live in the Deering section (a large and growing residential section of Portland).

Very near this building is the present Deering high school which accommodates about 1,000 pupils and will be used for the first time in September, 1924, as a Deering junior high school. This building has recently been restored after a fire and has excellent manual training shops, home economics rooms, library, assembly hall, etc. Within a very short distance of these two high school buildings are three grade buildings, one of which is to be remodelled for a kindergarten and first grade building for little children who live in Deering Center.

Thus we shall have near the twenty-acre plot of land, right in the center of the Deering section of Portland, a large senior high school, a junior high school, two elementary schools and a school for first grade children and children of pre-school age. This arrangement gives us an excellent school center for our Deering section and together with other elementary schools in the more distant parts of Deering furnishes accommodations for several years to come.

It is probable that one or two small buildings for young children may have to be erected in the out-skirts of the Deering section, otherwise the building program for the Deering section of Portland seems complete for the next ten years at least.

We are now making plans for Old Portland which at present has for high school students a large, comprehensive high school erected about six years ago at a cost of \$1,000,000 and accommodating 1,800 pupils. Some five or six large elementary buildings together with several small buildings, accommodate the children of the six elementary school districts in Old Portland. We are not at present crowded to any great extent in the Old Portland section but some of the elementary buildings are rather old and it is probable that the best future policy for the Portland section of the city will be to tear down one or two of these elementary buildings and build junior high schools.

For cost of constructing large school buildings, bond issues are generally voted by the city council.—William B. Jack, Superintendent.

Bay City, Michigan. At present we have no building program. We have just completed a program covering a period of two or three years and with a total cost of \$2,400,000. The buildings were a senior high school, a junior high school and remodeling one grade school and one junior high school. The total seating capacity of the new buildings and additions is about 2,000. The money was raised by issuing bonds. The senior high school cost \$1,500,000, the junior high school \$800,000 and the remodeling jobs \$100,000.—G. L. Jenner, Superintendent.

Binghampton, N. Y. The board of education with the approval of the city officials have adopted a building program to cover a period of five years. This includes the erection of:

Two forty-room elementary buildings.

One twenty-room elementary building.

One twenty-room addition to an elementary building.

Three junior high school buildings (at least).

One of the larger elementary buildings is already under construction and will be completed some time during the coming winter, we hope by the first of February. The cost will be \$480,000, with \$16,000 for the site and \$40,000 for equipment. A junior high school building is under construction at a cost of \$525,000, with \$16,000 for the site and \$40,000 for equipment.

A site has been secured at a cost of \$125,000 for the second large elementary building which with its equipment will cost approximately

\$5,000,000. The architects are now working on plans and specifications. A site has been secured for a smaller elementary building at a cost of \$45,000.

Our present seating shortage is approximately fifteen hundred. We are having an average increase of five hundred per year. It is quite evident that before the completion of our five year program we will have to project ourselves still farther into the future as the growth and trend of our population so indicates. By that time we would need one additional junior high school building, one senior high school building, and two large elementary schools. It is necessary to raise all of our building funds by bond issues. For the calendar year 1924 our building expenditures will approximate \$600,000.—D. J. Kelly, Superintendent.

Kenosha, Wis. Early in 1922 the school board appointed a citizens' committee to survey the school housing situation. The report made by this committee was adopted and the common council petitioned to take steps toward financial support. The question was submitted to a popular vote and carried five to one.

This meant a five year program beginning with 1922 covering the period of 1922 to 1927, involving an expenditure of \$3,000,000. The board finds itself two years behind owing to difficulty in securing sites and the length of time required to secure plans.

Two nine-room buildings with capacity of 350 pupils have been constructed as a part of the program. Plans have been prepared for a twenty-four room building with gymnasium and auditorium. These have been adopted as standard for Kenosha, construction to be based on the unit plan.

Plans for the Lincoln junior high school were partially completed when it was found necessary to drop them temporarily owing to legal complications in securing by condemnation the site desired for this building, and our efforts were then directed to the building of a central high school.

Plans were immediately ordered for the high school and bids have just been received and contracts let for this central high school which will cost when completed \$1,250,000. The present contracts call for a total expenditure of about \$1,004,591 but does not include the clocks, telephones, and laundry equipment which will

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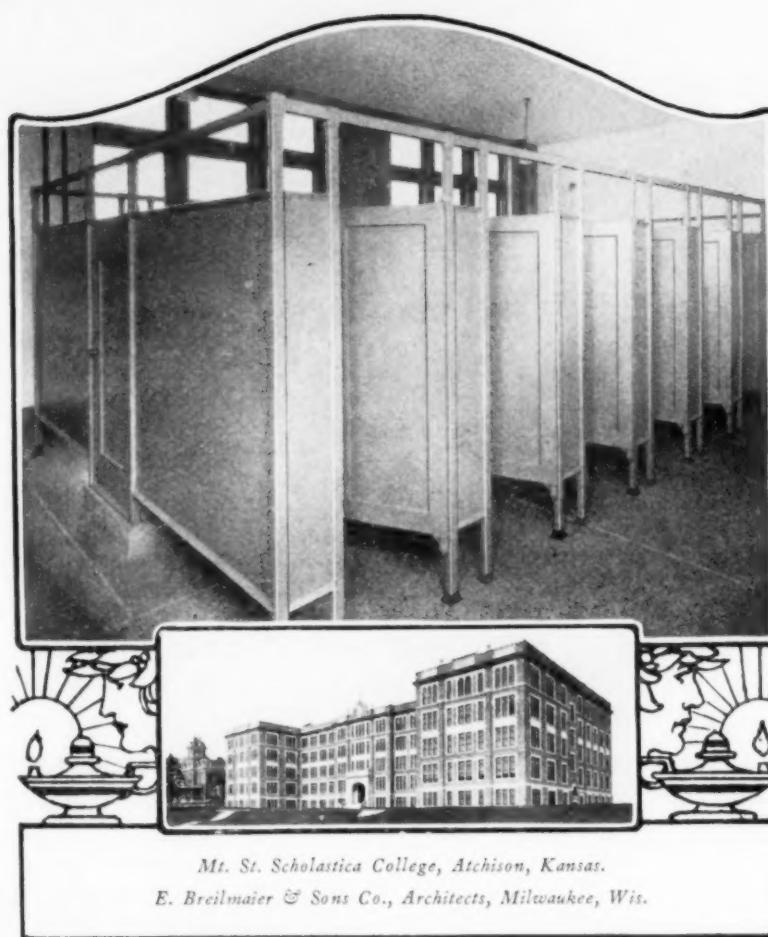
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bring the total up to about \$1,016,591 without equipment.

The city government is working in full cooperation with the board of education and the plan is being carried out just as rapidly as possible, but it is probable that the program will cover a period of ten years before we can catch up with the growth of the city and the ultimate cost will probably be about \$3,000,000 instead of \$2,000,000 as originally planned.—G. F. Loomis, Superintendent.

Lexington, Kentucky. No regular program has been adopted. A bond issue for new buildings is contemplated this fall. Amount not determined.—M. A. Cassidy, Superintendent.

Lincoln, Nebraska. A program has been adopted covering approximately from six to seven years. It contemplates one grade and one junior high school building. The funds for both will be raised by bond issues. We are completing \$2,000,000 worth of new buildings. Before the program can continue a new bond issue will be necessary. Direct taxation will not permit new buildings.—M. C. Lester, Superintendent.

San Diego, California. We have adopted a building program that will take care of our increase at the present rate for three or four years. This provides for a new junior-senior high school (Point Loma high school), capacity 800; an addition to the La Jolla junior-senior high school giving it a capacity of 600 or 700; a new junior high school (Woodrow Wilson junior high school), capacity 1,200; a new elementary school (McKinley School), capacity 550; a new elementary school, capacity 160; a new auditorium at the San Diego senior high school, capacity 2,500—this will have a small theater for dramatic work also, and rooms for the P. T. A.; a new auditorium with four classrooms at the Florence school, capacity of auditorium 800; a new auditorium at the Encanto school, capacity 300.

We bonded the district for \$1,250,000 a couple of months ago. We shall add to this from direct tax perhaps a quarter of a million. Actual expenditure during the year 1924 will be \$1,500,000.—Henry C. Johnson, Superintendent.

St. Paul, Minnesota. 1. Regarding our building program, we have at the present time mapped out activities in building which should

bring our school accommodations up to date with the close of the year 1925. Prior to the war, a \$3,000,000 school building program was gotten up, but the annual expenditure of the money was delayed due to the war and the rise in prices. At the present time we are completing the last units of this program. In 1922 a \$5,000,000 bond issue for school buildings was passed by a large majority. This building program, as stated above, will bring our school accommodations up to date, but will not take care of future growth.

2. The total number of seatings to be furnished under the \$5,000,000 building program is 12,730, of which approximately 3,000 are replacements.

3. We plan to erect two junior-senior high schools, six junior high schools, twelve new grade schools and fourteen additions to existing school buildings, under this present building program.

4. The total expenditure, under our present charter, is \$30 per capita, of which the department of education is entitled to \$12. You can readily see that most of this money is necessary for the operation and maintenance of the schools, leaving practically nothing for capital outlay. We are, therefore, forced to resort to bond issues. It is planned, however, in the future to raise the per capita limitations, enabling us to pay as we go, and erect schools in the future by direct taxation.

5. The actual expenditure for the year 1924 for buildings and sites amounts to \$2,110,000, of which \$250,000 is for sites. It is hoped to finish the entire building program by 1925.—J. W. Smith, Research Statistician.

Uniontown, Pa. After a survey made by the United States bureau of education the board of education accepted a building program which provides for two new junior high schools. At the April election a bond issue of \$600,000 was approved by an 8 to 1 affirmative vote.—Editor.

Youngstown, Ohio. Our building funds for the present and the following three years will average about \$750,000 a year. These funds come from direct taxation. With funds available this year we expect to start a combination junior-senior high school, probable cost \$600,000. With the funds available 1925-26 we expect to build a twenty-four classroom elementary school

and to add an eight-room addition to one of our elementary schools and a gymnasium and four classrooms to another elementary school. With the funds available 1926-27 we shall probably build a junior high school. With the funds available 1927-28 it is probable that another junior high school will be built. You will understand that the above plans are tentative. Our population changes are so rapid here that a four year program can be no more than tentative. There will be no new sittings available before the end of the present calendar year.—O. L. Reid, Superintendent.

Superior, Wis. The board of education has adopted a limited program providing for additions to present buildings involving about \$200,000 and covering two years. About 800 sittings and four gymnasiums for grade buildings are contemplated. Bond issues are employed. The added sittings for this year will be about 300. A program adopted two years ago has given us a new vocational school and a senior high school. The completion of four additions to grade schools—two this year and two next—will complete this program.—Miss Grace Geary, Superintendent.

Somerville, Mass. A building program was adopted three years ago intended to relieve overcrowding below the high school. The program contemplated additions to two junior high school plants and the erection of a new building to accommodate a junior high school organization formed by consolidating two smaller ones. This program has been completed as follows:

Southern junior high school—eight rooms added in 1922 and 1923 at cost of \$117,991.48. Occupied March, 1923.

Western junior high school—eight rooms and auditorium added in 1922-23 at cost of \$152,016.61. Occupied March, 1923.

Northeastern junior high school—35 room building built in 1923-24 at cost of \$625,000. Occupied March 1924.—Charles S. Clark, Superintendent.

—Mt. Vernon, Ill. Teachers in the schools have been ordered to refrain from attending card parties.

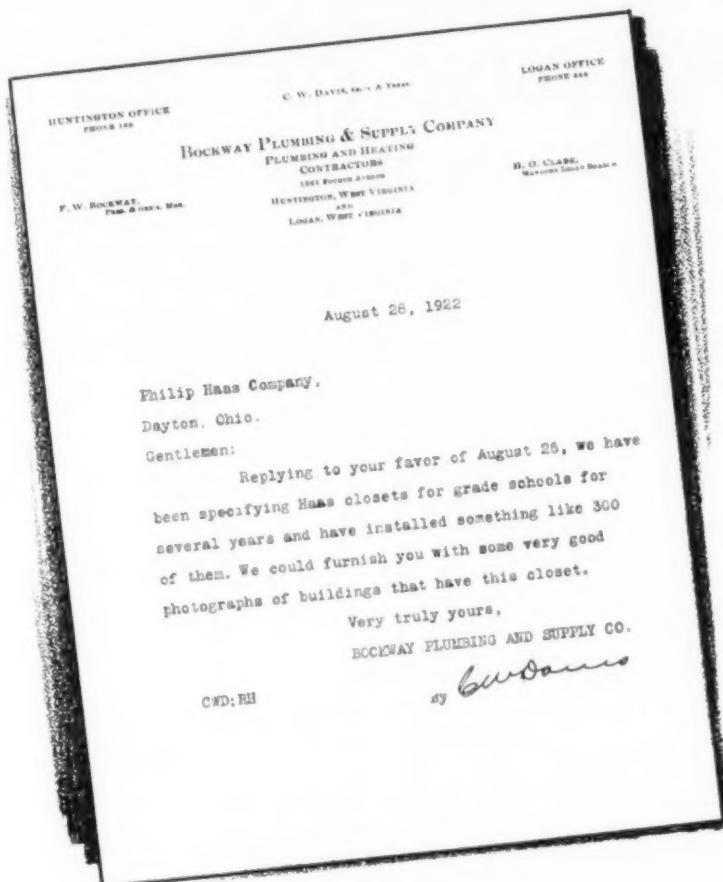
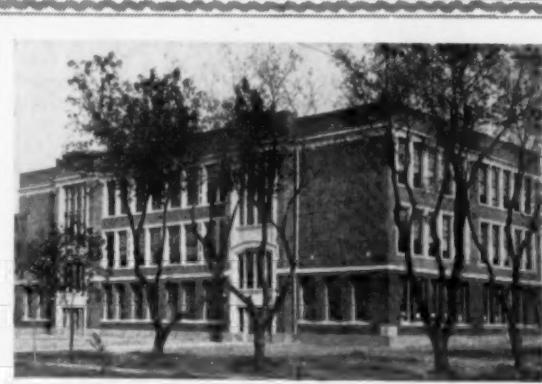


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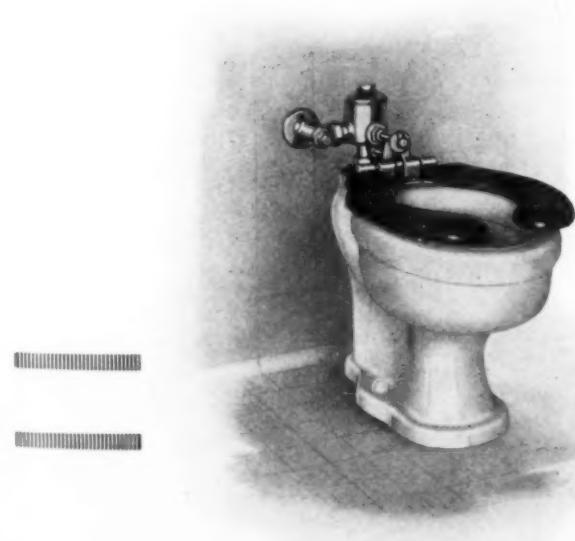
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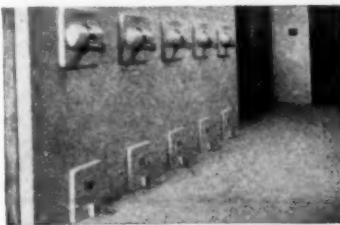
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This machine absolutely eliminates the "towel nuisance"—does completely away with the dirty, soiled towels in the washrooms, and at the same time reduces the expense account by a large amount. Electrically operated, it saves from sixty to eighty-five per cent over towels and provides a continuous service.

It consists of an electric motor, a heating element and a fan—all enclosed in a porcelain enamel case and controlled by a conveniently located foot pedal.

Put your foot on the pedal—the warm air rushes out—dries your hands and face Nature's way—by evaporation, leaving the skin smooth and soft.

So great is the improvement over the old towel system for washrooms that the leading school architects of the country are specifying the installment of this machine in the new school buildings which are being erected—and it is also being installed in many of the old schools. The installation is very simple.

The machine is made in two types—the pedestal type which can be installed in any washroom, and the recessed wall type which leading architects are specifying for new school buildings, libraries, and public buildings everywhere.

The trade name is Airdry and some of the leading schools that have installed this new ideal washroom equipment are: Minneapolis Public Schools, Chicago Public Schools, Buffalo Public Schools, University of California, Pittsburgh Public Schools, New Trier Township High School, Palo Alto Union High School, Harvard University, Columbia University, Wellesley College,

Cornell University, Crane Technical High School, Haugan School, Modesto High School, Philadelphia Free Library, Art Institute of Chicago, Field Museum at Chicago, and many others.

Airdry is the ideal washroom equipment—because it effects a great saving in towels and is one hundred per cent sanitary.

We will be very glad to send you complete information, plans, and specifications, and show you where you can



easily install and operate Airdry at much less expense than you are paying for towels.

Just write The American Airdry Corporation, 7720 S. Chicago Avenue, Chicago, Illinois.

RULES GOVERNING THE USE OF COMMUNITY CENTERS

The school board of New Bedford, Mass., has been asked to approve a set of rules proposed by the special committee on community centers, to govern the conduct of these centers. It is the belief of the board that too many clubs and organizations join the community centers to obtain free meeting places. This indicates too much consideration of the individual good and too little of the desired community spirit. The rules, together with a model constitution, are recommended for the sake of uniformity in all the community centers. The rules read:

1. The community centers shall be organized under the general direction of the assistant superintendent in charge.

The centers north of William Street shall be under the supervision of one supervisor and those south of William Street shall be under the supervision of another supervisor, both supervisors to work under the general direction of the assistant superintendent in charge of community centers.

2. The school department will furnish one assistant supervisor at each center whose duty it will be to assist the community council and supervise the use of the building. All other persons employed either to instruct or police the building while in use by the community center shall be paid from the community council treasury or by individuals composing a group receiving instruction.

3. Failure to properly supervise or police all activities under the direction of the center will forfeit all rights to the use of a school building.

4. The school department will furnish heat, light and janitor service from 7 to 10 o'clock p. m. Any overtime of the janitor must be paid for by the center council and in no case will the use of the building be allowed after 11 o'clock p. m.

5. The proceeds of all paid functions of each center shall be turned over to the council and no money so received shall be paid out except by vote of the council. The accounts of the community council shall be open to inspection of school authorities at all times.

6. The principal of the school occupied by a community center shall be a member of the community council, ex-officio.

7. No center shall be open more than four nights per week and all centers shall be closed during school vacation periods and on Saturday and Sunday.

The community center season shall not begin before November 1st nor extend beyond May 1st.

8. All equipment purchased with community funds and placed in school buildings shall become the property of the city of New Bedford.

Rules Governing Use of School Buildings for Community Center Purposes

1. Grants for use of buildings shall be on approval and authority of school community.

Only regularly organized community councils will be granted authority to use school buildings for community purposes.

2. Parts of buildings to be used shall be designated by the superintendent of schools on recommendation of supervisor and inspector of school property.

3. No changes shall be made within the building or decorations used without the consent of the inspector of school property.

4. No building shall be used without the services of a janitor in the employment of the school department.

5. Damage done to the building and appurtenances shall be paid for from the community center funds. Failing to comply with this, the center forfeits part or all its right to the use of the building.

6. Pianos belonging to the city of New Bedford shall not be used except by special permission of the supervisor in charge.

7. Smoking shall not be permitted except in rooms set apart for this purpose by vote of the school committee.

8. All furniture must be carefully handled under the direction of the supervisor or janitor in charge and any damage must be paid for by the community council. In buildings having gymnasiums, the hall seats shall not be moved except by special permission of the inspector of school property.

9. Application for the establishment of a community center, when approved by the school committee, makes it obligatory to conform to the rules.

The committee also submitted a model form of constitution, as follows:

Constitution

ARTICLE I

Section 1. This organization shall be known as the Community Center.

ARTICLE II

Section 1. The purposes of this organization shall be to:

1. Promote fellowship among the members of the community.

2. Initiate and support such activities, aside from partisan politics, as may tend toward better citizenship.

3. Encourage the naturalization of qualified residents aliens.

4. Foster a spirit of civic responsibility and pride in our community, city and nation.

5. Promote neighborhood and city cooperation with our public schools.

ARTICLE III

Membership

Section 1. Any person living within this community shall be entitled to membership in this organization upon voluntary payment of such dues and subscription to such regulations as this organization may herein or hereafter lawfully enact.

ARTICLE IV

Officers

Section 1. The officers shall be a president, vice-president and secretary-treasurer.

Section 2. Election of officers.

At the organization meeting the temporary chairman shall be an official representative of the department of community centers of the public schools.

He shall call for nominations from the floor for the office of president. After the nominations have closed, voting shall be by ballot, and the nominee receiving

a majority of the votes cast shall be declared elected.

The temporary chairman shall then surrender the chair to the president who shall immediately secure the nomination and election of the remaining officers in a manner similar to that already followed for the office of president.

Section 3. Terms of office.

The officers shall hold office from the time of their election until their successors are chosen at the next annual meeting. It is suggested, but not required, that the vice-president be annually promoted to the office of president, since his experience as vice-president shall bring valuable service to the organization.

Section 4. Duties of the officers.

The duties of the officers shall be as prescribed in Roberts' "Rules of Order," save as herein set forth.

ARTICLE V

Executive Council

Section 1. Organization.

There shall be an executive council of fifteen (15) members. Three of these members shall be the duly-elected officers of the community center, and the other twelve shall be nominated from the floor and chosen by ballot. They shall serve for one year, or until their successors are elected at the annual meeting. However, if the community center so desires, at the organization or any annual meeting thereafter, one-half of the above twelve may be elected for one year and the other half for two years, after which six new members shall be elected at each annual meeting to serve two-year terms. Provided that in any event equal representation shall be afforded women and men. That is, of the twelve elected members of the council, six shall be women and six men.

Section 2. Officers.

The officers of the community center shall continue their respective ranks as officers of the council.

Section 3. Powers and duties.

The council shall be advisory and directive in its functions, and shall advise or direct its officers in the best interests of the community center.

The council shall, as need arises, provide for the accomplishment of the objects of this organization.

Legislative, judicial and executive powers, except those otherwise delegated by this document, shall be vested in this executive council.

The executive council shall formulate such rules and regulations for the conduct of all the activities of the community center as may not be covered by this constitution or its by-laws, and shall assume entire responsibility, as representatives of their community center, to the department of community centers of the public schools.

They shall authorize the activities to be maintained within the center.

They shall see that each such activity is properly conducted and supervised, and that each such activity certifies to them an official representative who may be held responsible by the council, and who may in turn represent that activity in presenting suggestions or requests to the council.

They shall sanction all matters involving the expenditure of the funds of this organization, safeguard these funds in such manner as they see fit, and cause a yearly audit and report to be made at the

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Wiremold conduit is the **best** for surface wiring, because it is sturdy, good-looking, easiest to apply, and least expensive.

HAVE the wires run on the surface, encased in strong, rigid Wiremold Conduit. Then when you want to re-arrange class-rooms, to move partitions, you can change the position of your lights, swiftly and economically, without the mess or fuss of tearing open walls and ceilings.

For well-wired school buildings

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annual meeting and to the department of community centers of the public schools.

Section 4. Meetings.

The executive council shall hold regular meetings on the _____ of each month of the community center year, in the school building where the community center is established.

Eight members shall constitute a quorum for the transaction of business.

ARTICLE VI
Annual Meeting

Section 1. Time.

There shall be an annual meeting of this community center on the evening of _____ of November of each year.

Section 2. Place and notification.

This meeting shall be held in the school building where the center is located. Members during the preceding year shall be given notice of the meeting by individual post cards mailed at least four days prior to the meeting.

Section 3. Reports.

At this annual meeting the officers and council shall present to the people a report covering the status of the organization, and shall make such recommendations as may be advisable for the general welfare.

ARTICLE VII
Removal from Office

Section 1. Power.

Removal from office of an official or a member of the executive council may be effected only by a two-thirds vote of the members of this community center who may be present at a regular meeting of the executive council, provided intention to bring the matter up has been announced at the preceding regular meeting, and provided, further, that the accused be given a full and open hearing immediately preceding the taking of the vote. The vote upon motion to remove from office shall be taken by ballot. Meetings of the council wherein removals from office are to be considered shall be open to all members of the community center, and they shall be duly announced as such.

ARTICLE VIII
Adoption of Constitution

Section 1. This constitution becomes effective immediately upon fulfillment of the following three conditions, in the order named:

(a) Adoption by a majority vote at a public meeting called in accord with its principles, and under authorization of the department of community centers of the public schools.

(b) Approval by the department of community centers of the public schools.

(c) Approval by the school committee upon recommendation from the superintendent of schools.

ARTICLE IX
Amendments

Section 1. Adoption.

This constitution may be amended subject to the following conditions listed in their order:

(a) Official approval of the proposed amendment by the department of community centers of the public schools.

(b) A subsequent two-thirds vote of the executive council in the regular meeting following that in which the proposed amendment is filed, said regular

meeting to be open for public discussion immediately preceding the final vote.

Section 2. By-Laws.

The executive council may adopt such by-laws from time to time, by a two-thirds vote, as it may deem wise and expedient, provided they in no way conflict with the letter or spirit of this constitution.

ARTICLE X
Rules of Order

Section 1. Roberts' Rules of Order shall govern in all preliminary practice not otherwise specified herein.

ARTICLE XI
Conditions

Section 1. Charter.

This constitution is somewhat in the nature of a charter from the school department of the city of New Bedford, Mass., and the acceptance of it shall make binding upon the subscribers thereto the voluntary and faithful observance by their community center organization of such rules and regulations for the government of such community centers as the school committee may from time to time specify.

AMONG BOARDS OF EDUCATION

—Chicago, Ill. Supt. William McAndrew has recently suggested a remedy as a step toward overcoming congestion in the schools. He has recommended that lunchrooms in high school buildings be converted into the "disappearing type" in order that they may be used as classrooms during the time they are not in use as lunchrooms.

—Standard flag rules will be taught in all the schools of Texas as a result of a campaign waged by the Texas department of the American Legion. Flag etiquette has been made a part of the civics course and the state textbook commission has approved the flag code prepared by the legion post.

—Standard tests adopted by Miss Louise Clark, superintendent of Sonoma County, California, saved the county \$8,352 in the last year, according to a recent report. In Sonoma county during the year 1923-1924, 84 pupils saved one-half year and 71 pupils a full year, making a total of 113 years saved. The acceleration was based upon the fact that the tests showed these pupils could do more than one grade a year. Since it costs \$78.13 for each pupil in the elementary schools, this means a saving of \$8,352 for the 113 years.

The tests were originated by a group of college professors and were adopted after they had been given to more than two million children. The tests were put into use last year and a graph showing each pupil's mental age is on file in the office of the county superintendent.

—Intelligence tests in place of examinations in the schools and colleges of California have been urged by educators of the state following a criticism of the secondary schools offered by the committee of fifteen of the California High School Teachers' Association.

The organization of a new body to be known as the California Educational Personal Bureau has been supported by educators from all parts of the state. A series of tests being devised aims to follow the child from the kindergarten through college. Under the proposed plan, the child's record will accompany him as he progresses from one class to another in order that his weakness or strength may be known to the teachers. The California committee is being assisted by Dr. Ben Wood, assistant professor of educational research at Columbia University.

—Lima, O. Upon the recommendation of the superintendent, the school board has adopted the semi-annual promotion system. The school year is divided into two terms as against one term under the former plan.

—A survey of subnormal pupils in the schools of Moline, Ill., has been begun with a view of segregating those who are mentally deficient in an ungraded class. It is estimated there are at least twenty boys and girls eligible to such a class.

—Chicago, Ill. Prospects for the construction by the school board of a \$6,000,000 administration building in the loop has received an impetus with the statement of the board's attorney that it has the right to use bonds for the structure. The board has hastened its plans in view of the fact that leases expire shortly on buildings at Monroe and Dearborn Streets, the site desired for the building.

—Joliet, Ill. A survey will shortly be conducted for determining the amount of property owned by the board and not suitable for school use. The board plans to sell all unsuitable property and to use the money for the erection of a new school. The list of vacant property for sale includes five tracts in different sections of the city.

—Boonville, Mo. A controversy which lasted four months and which disrupted the school board has been brought to a close with the resignation of six members of the board. A new board has been appointed and the superintendent has been reelected to serve another year.

Athey (Patented)

**Cloth-Lined
Metal Weatherstrip**



The London Guarantee and Twin Wrigley Buildings are only three of many fine buildings on Chicago's Lake front that are protected with Athey Cloth-Lined Metal Weatherstrip.

Athey weatherstrip is being adopted as the "Standard" for fine buildings because it is the one strip that keeps out drafts and dust without making the windows hard to open and close.

Also: *It is the one weatherstrip which can be successfully used on either wood or metal sash of all kinds.*

Write for information and prices

Athey Company

6003 West 65th Street . Chicago, Illinois

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OF AN EFFICIENT TREAD

IS IN

1. Safety

2. Durability



Washington Irving High School, New York City

FERALUN *Anti-Slip Treads*

HAVE SUPERIOR DURABILITY

Your inspection is invited to the Feralun Treads installed in 1913 in the Washington Irving High School, New York City.

PROVIDE SAFETY

Not an accident reported on the stairs of the Washington Irving High School during 11 years heavy service.

578 SCHOOLS EQUIPPED IN 2 YEARS IN 30 STATES

Write us for names of schools nearest you equipped with Feralun treads and inspect them.

Style "S" Structural Tread Especially Designed for Schools.

AMERICAN ABRASIVE METALS CO.

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PUBLIC SCHOOL • MAYWOOD, N. J. • ERNEST SIBLEY, ARCHT.

The Board of Education of Maywood, N. J., solved their ventilation and heating problems by installing the Peerless Unit System of Heating and Ventilating.

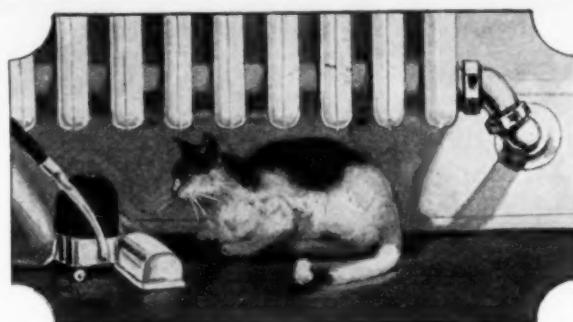
The Peerless Unit System is the most efficient system of heating and ventilating that has ever been designed. Building committees who adopt the Peerless Unit System are assured of maximum ventilation at minimum operating costs.

Economy in fuel consumption and labor are the outstanding features of school buildings equipped with the Peerless Unit System.

Install the best and you will have no regrets.

Our engineering force is at your service.

PEERLESS UNIT VENTILATION CO., Inc.
Skillman Avenue and Hulst Street
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A Legless Radiator Supported by
E-Z HANGERS From Wall.



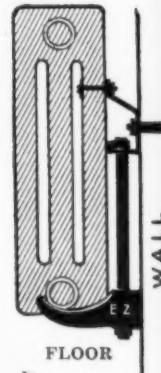
1. Permits Legless Radiators
2. Speeds Cleaning
3. Cuts Cleaning Costs

Legless radiators supported from the wall with E-Z HANGERS leave ample room underneath for fast, thorough cleaning with the vacuum cleaner.

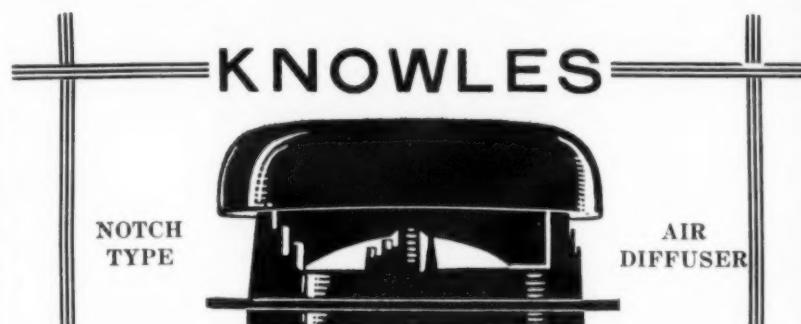
E-Z HANGERS are adapted to ANY wall, and fit ANY radiator. Hundreds of new schools are equipped with them. See your architect and write for complete, interesting details.

HEALY-RUFF CO.

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E-Z HANGER supporting radiator from wall.



KNOWLES

For UNIFORM DISTRIBUTION OF FRESH AIR In SCHOOL AUDITORIUMS

KNOWLES AIR DIFFUSERS

Under the Fixed Seats
To Regulate the Distribution of Fresh Air

Made of Cast Iron from 4" to 10" in diameter. Knowles Notch Air Diffuser can be easily adjusted in recessed notches which cannot slip. Lugs for either wood or concrete floor anchorage.

The Knowles Notch Air Diffuser is a proven device, which assures the comfort of the audiences in the balcony as well as in the lower floor.

Fresh air, warm or cool, is distributed with perfect uniformity throughout the entire auditorium, by adjusting the caps of the diffusers, and when properly adjusted the device is locked so that it cannot be tampered with.

Send for Booklet.

KNOWLES MUSHROOM VENTILATOR CO.
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WILDER

Don't Let Them Guess About Classroom Temperature

YOU cannot afford to let your responsibility rest on guesswork. There is a correct temperature for efficient classroom work of teacher and pupil. To know the temperature requires reliable thermometers.

Wilder thermometers are serving many other schools. Let us tell you what it will cost you to get Wilder service in your school.

Write to us or your jobber.



No. 1582

WILDER-PIKE
THERMOMETER CO., TROY, N.Y.

Put an end to summer repairs

ARE you tired of making the same old repairs to your school buildings every summer or two?

Then here is good news, for on the roof, the floor, and the walls of your buildings it is possible to have done with repairs for a long time to come.

No more leaky roofs

A leak, small or large, in the roof of any of your buildings can be lastingly repaired with Stormtight. This adhesive rubber-like coating can be applied by anyone over any roofing material. A tiny leak or an entire roof—Stormtight makes either one absolutely waterproof for years and saves the cost of re-roofing.

Dustless wearproof floors

The fine harsh dust that rises from concrete floors under the

constant scuffing of feet injures school equipment and is harmful to the lungs. What is more, it is the forerunner of holes and worn patches in the floor that will soon need repair.

You can be rid of this dust and make your floors granite-like in their hardness by treating them with Lapidolith. This liquid chemical penetrates the loose pores of the concrete, changing it to a fine, hard, even crystalline formation that is wearproof and dustproof for years.

Wooden floors can be preserved and the natural oil and gums restored by an application of Lignophol. It prevents floor from rotting, splintering or drying out. Penetrates the wood and is worth several dressings of ordinary floor oil. It is non-inflammable.

Bright cheerful rooms

Painting time does not come around so often when school interiors are painted with Cemcoat, the gloss, eggshell, or flat enamel paint. Fingerprints, inkstains, and dirt wash off like magic—you can repaint with water again and again. Yet Cemcoat retains its original whiteness under constant washing, long after other paints turn yellow. And because of its body it usually requires one less coat for a given surface. Made for both exteriors and interiors.

For library or study hall you will like the soft, mellow tone of Sonotint, the paint that is so restful to the eyes. Both Sonotint and Cemcoat are especially suited for school use and are made in a variety of colors.

Write for literature giving complete details on any of the above products that interest you.

L. Sonneborn Sons, Inc.

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New York City

SELLING A SCHOOL BUILDING TO A COMMUNITY

Mr. B. O. Skinner, superintendent of schools of Marietta, O., was successful recently in carrying out a publicity campaign to sell the idea of a new school to the public of his city. His method, which is unique and complete, represents an interesting phase of the service which an earnest and resourceful superintendent renders.

In March, 1923, a survey of the Marietta school plant was made by Mr. P. R. Stevenson of Ohio State University. Following the survey, the next step was to effect a general program of advertising intended to bring out the idea of a school building before the general public. The advertising program was begun about three weeks before the proposed election which took place early in November. For this purpose there were display advertisements in the local paper every other day, giving reasons for the new building, together with readers. These discussed such pertinent points as the following:

1. Do we need a high school?
2. Is the tax rate high? Showed tax rate of every city in the state between 10,000 and 20,000.
3. Can we afford it? Gave per capita wealth of the above cities.
4. Is the city in debt? Gave the indebtedness of certain cities by means of graphic pictures.
5. Is Marietta extravagant? Gave the distribution of the tax dollar.

6. Consisted of five-quarter page advertisements furnished by nine industrial plants, and written up by a good advertising copy writer.

In the matter of advertisements, permission was obtained from advertisers to run a line in their advertisements. These were obtained from 75 different sources, among which were the following:

1. Parkersburg has a modern building on a 27-acre site; Marietta has an antiquated building on three-tenths of an acre of hillside.
2. Good school buildings reflect the spirit of the community. You should vote for the bond issue.
3. Give the boys and girls a modern building. They help pay for it.
4. Warner, Macksburg, Dexter City, Caldwell, Belle Valley, Byesville, Pleasant City and

Cambridge. These are names of cities on the highway which have new high school buildings.

The moving-picture theaters cooperated in the work by showing slides calling attention to the new high school proposition. These slides, which were changed daily, were very brief but effective.

As a part of the publicity program, members of the school board assisted by giving speeches at every possible meeting and the pastors of the local churches gave ten-minute talks on the subject on the Sunday preceding the election date. In addition to all these avenues, letters were sent to the members of the local Chamber of Commerce asking for their support and pointing to the great need which the new building would fill. The high school paper devoted an entire issue to the subject, booklets were prepared and distributed by the parent-teacher associations in every home, and automobiles carried posters calling attention to the election and the demand for a new building.

Under Mr. Skinner's direction a parade of all the school children was held. The schools were divided into grades, each grade wearing a different colored hat and equipped with a banner bearing a significant slogan. A separate group represented the athletic activities, their banner bearing an appeal to the public to look after their interests. Free transportation for school children to the rendezvous was provided with the aid of the local street car company.

The parade was headed by the school band and the different sections formed in line in regular sequence, the first grade group taking their places at the head, and the high school and alumni bringing up the rear. The grade sections carried large banners, while the junior and senior high school groups carried slogans to the amount of 200 different kinds. These bore such lines as:

1. My daddy will vote; he has faith in it.
2. Vote for it; we'll pay for it.
3. Poor schools and dumb bells go together.
4. No campus, no gym, no nothin'; us fellers needs a friend.—M. H. S.

Finally, the bond issue secured the approval and support of the Modern Woodmen Lodge, the Elks' Lodge, the Redmen's Lodge, the Kiwanis and Rotary Clubs.

Mr. Skinner gathered all the material and methods and converted the entire matter into a

very usable scrapbook. The book outlines the initial steps in the program and traces the progress of the campaign from the beginning to its final fruition.

HIGH SCHOOL ADMINISTRATION

—Homogeneous grouping of high school students in divisions on the basis of intelligence has many advantages and some disadvantages from the standpoint of teaching, according to a report just made public by Principal M. H. Lucey of the Julia Richmond High School, New York City. The report presents the result of a survey made by John H. Doyle, a member of the Committee on Educational Measurements, and included the teachers of the language, English and social science departments.

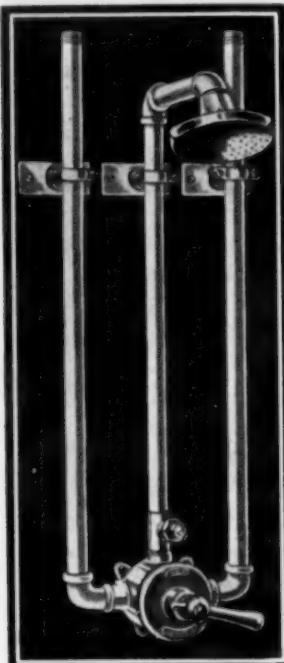
According to Mr. Doyle all teachers are agreed that there are advantages in dividing the pupils into A, B and C divisions. The teacher does the work more easily and confidently and there is less worry and this in itself is conducive to good work. On the other hand, it is found that the plan has some disadvantages. While five of the teachers held the opinion that there are no disadvantages, the others expressed their objections. It is found that the grouping is not always accurate and is not maintained throughout succeeding terms, with the result that the slow pupil cannot maintain himself.

Concerning the attitude toward the three divisions, seventeen teachers stated they preferred the bright groups, because of better results, the possibility of employing better methods, and the feeling that things are moving, inspiration and interest involved, less nervous and physical strain.

A visiting teacher, according to Mr. Doyle, might prove of help not only with the C group but also with the A group. An educated loafer is as much a problem as a slow pupil, in the opinion of the school authorities.

WILL MEET IN KANSAS CITY

Mr. John S. Mount, secretary of the National Association of School Business Officials, has announced that the next meeting of the association will be held May 19-22, 1925, at Kansas City, Mo.



NIEDECKEN SHOWERS

Combine

PERMANENCE RELIABILITY
EFFICIENCY SERVICE

NIEDECKEN SHOWERS
are now and have been
giving satisfactory service
for years under trying
conditions in the largest
shower installations in the
world.

THE LOCK SHIELD FLOW CONTROL
Regulates the force of water from the
shower head and can be set to give a de-
termined quantity of water and can not
be tampered with; this makes the
Niedecken Shower especially adaptable
for school installation.

NR150 — AN ECONOMY SHOWER

Consisting of $\frac{1}{2}$ -inch NIEDECKEN MIXER, rough nickel plated, with wall support. 4-inch cast brass rough nickel plated shower head, 30 Deg. Ell. connection, Lock Shield Flow Control and pipe supports.

No Piping Included—The Price is \$25.00.

Piping is furnished by erecting plumber and can be finished with white enamel paint or aluminum bronze after installing.

Write for
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MANUFACTURERS SINCE 1855.
MILWAUKEE, U. S. A.

THE INCOMPARABLE **NIEDECKEN SHOWERS**

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SCHOOL BOARD NEWS.

Owing to a deadlock in the board of education of Booneville, Mo., over the selection of a superintendent the opening of the schools was indefinitely postponed. Dr. William Mittelbach, Mrs. Margaret Nixon and Mrs. Emily Russell told Prof. C. E. Chrane, who had been superintendent for eleven years, before close of school last May they would oppose his relection. Dr. R. L. Evans, W. F. Johnson and G. A. Beller, the three other members of the board, have refused to consider anyone else for the place.

Out of 6,543 duly registered voters at Jackson, Michigan, only 2,069 voted at the recent school election. The Patriot of Jackson made the following comment: "There is certainly need of an awakening by the men and women, the fathers and mothers of the 12,000 school children of Jackson. In all the annals of history no nation has ever created and maintained such an institution as our American public schools. They stand for equality of opportunity in preparation for the work of life. They offer equal training to children of rich and poor alike, to the end that intelligence may supplement brawn—and every year intelligence is playing a greater and greater part in daily life."

The Elgin, Ill., board of education has adopted a rule whereby in appointments, preference is given to unmarried teachers. A teacher who marries during her term of employment nullifies her contract.

Fremont, O. The board has passed a rule providing that only school activities shall be permitted during school hours. Solicitation by pupils for strictly school events will be permitted during school hours.

The state board of education of Kentucky has issued an order upholding the right of B. A. Lawless, superintendent of Russell County, to remain in office pending the disposition of his case in the courts. A lower court had found Lawless guilty of placing a check for \$648 to his credit and using the money. As Lawless has appealed his case to the higher court, he remains in office pending the outcome of the trial.

St. Louis, Mo. The school board in executive session recently turned down salary increases affecting 2,917 high and grade school teachers. The proposed increases would have

added several thousand dollars to the school budget and the board felt that its funds were insufficient to care for a number of new schools and increases in salary.

At Clementon, N. J., at a mass meeting called to protest against certain school policies, the local board of education was asked to resign.

The city council of Detroit has ordered all employes of the municipality to fill out a questionnaire as to their particular duties. The order includes the employees of the board of education which is objected to by President Allan Campbell and Inspector John S. Hall.

The Springfield, Ill., board of education ordered the transfer of a number of children to neighboring schools in order to use a particular school for a junior high school. The parents, some 200 in number, took forcible possession of the school in order to prevent the transfer. It required the police to restore order.

A controversy has arisen in Cedar Rapids, Iowa, as to the status of the two high schools. In commenting on public criticism President Fred C. Luberger said: "We get it if we do, and we get it if we don't."

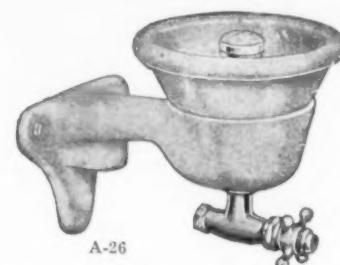
High School students of Cincinnati known to belong to fraternities were directed in September to choose between fraternity membership and membership in school classes. Programs admitting pupils to classes were refused until the proof had been given of compliance with the order. The total membership of fraternities in Cincinnati is estimated at 250. The action has been taken upon order of the school board which had approved a recommendation of Supt. R. J. Condon that the law governing these societies be enforced.

Rockland, Mass. The age limit for admittance to the first grade has been raised. Children under the chronological age are being tested with a view of admitting those of advanced mental development. The tests are being administered by the psychological clinic of Harvard University.

The consolidation of the Brownstown and Whites school districts by the board of education of East Huntington, Penna., has led to a citizens' strike. The Brownstown residents refused to recognize the consolidation and have appealed to the state authorities for relief.

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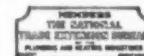
THESE wall bracket fountains are a work of Sanitary art, and can be installed in convenient places about the corridors of the building. Styles A-63 and A-26 are especially recommended for that purpose. They are beautifully porcelain enameled, all fittings finished in nickel plated brass trimmings with positive action nickel plated self-closing stock-cock beneath bubbler head.



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—A contest between H. B. Greenley and E. H. Sharp as to a seat on the Houston school board came up for a hearing by the state board of education. It was decided that both men relinquish their claims and that the state board appoint three members to serve until May, 1925, when a new election is to be held.

—Mrs. Mary Laebbrick Felton was unanimously elected president of the Buffalo, New York, board of education. This is the first time the office has been held by a woman member. Mrs. Felton is a native of Buffalo, was educated in the schools of that city, and later served as teacher. She is the wife of a prominent business man and the mother of two sons.

—The school board of Dallas, Tex., is planning a system of overlapping terms for its members. The Dallas News in commenting on the proposed change says: "It is unthinkable that we should permit the direction of the education of our sons and daughters to be made the plaything of job-hunting, patronage-parceling, bumble-bellowing politicians. Next to self-restraint and eternal watchfulness, the overlapping term seems to be our best protection against the evil aimed at."

—Nearly 900,000 children were admitted to the public schools of New York City on the opening day of the new school year. When late registrants are accounted for, it is estimated that there will be approximately 1,000,000 children in attendance. At this time nineteen new buildings were opened to pupils. The transfer of so many children from old to new schools caused some confusion in a few instances, but with the help of the police department, the tangle was eventually straightened out.

—Mr. Thomas E. Mitten, a member of the school board of Philadelphia has been forced to retire from the board because of ill health. Mr. Mitten finds that he must curtail his many activities in order to conserve his health.

—New courses of study in several subjects have been printed this year by the Detroit board of education. Pupils' manuals in reading, handwriting, spelling, phonics, speech correction and several vocational subjects have been issued. The publications are the work of Detroit supervisors and teachers and are intended to offer more practical material for the teaching of these subjects.

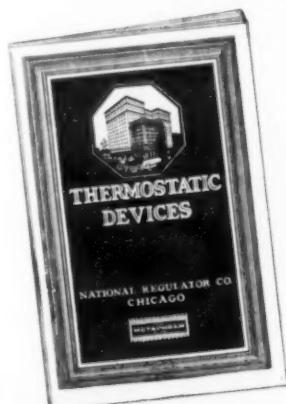
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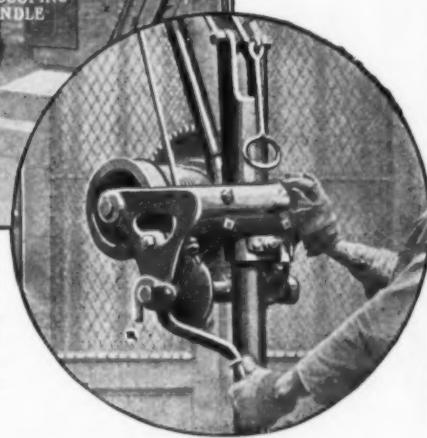
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Investigations invited.*

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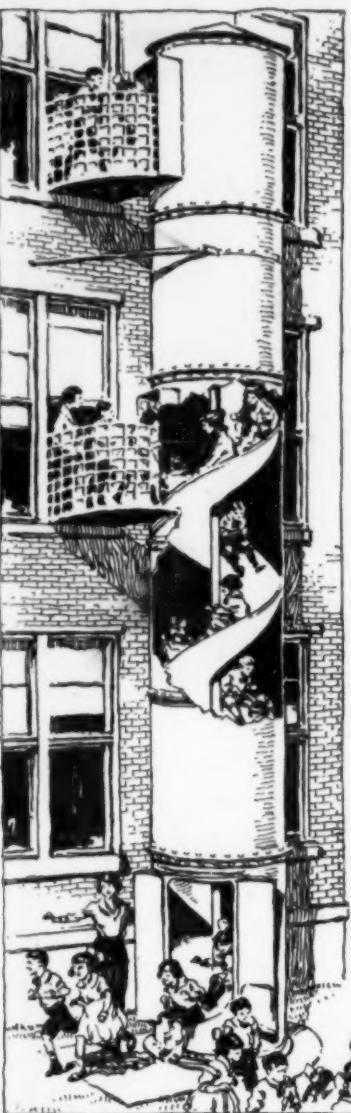
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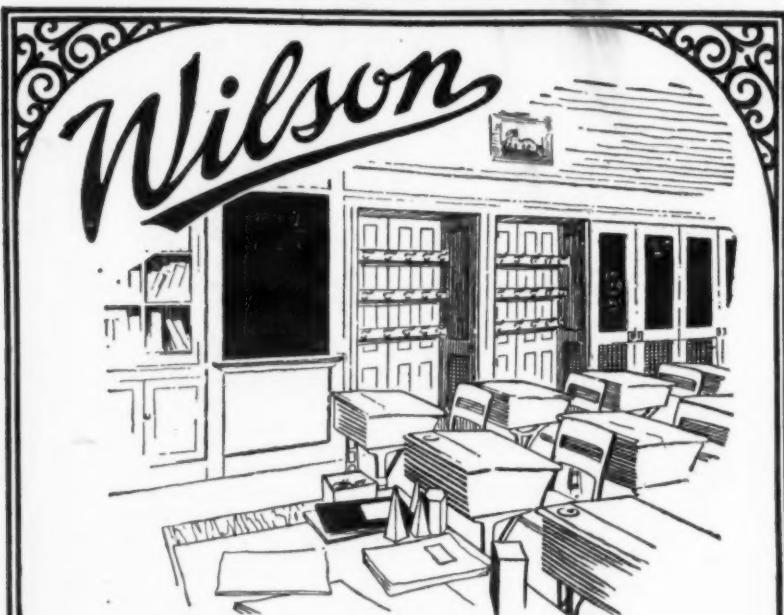
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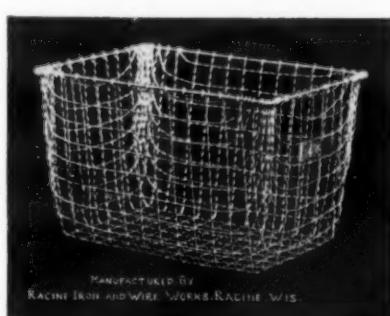
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SCHOOL BUILDING STANDARDS

(Continued from Page 54)

Successful planning for use is dependent instead on the skill of the school planner after he has made a careful study and analysis of all elements which affect the efficiency of the plan, such as for instance, the number of pupils to be housed, the curricular offerings and the type of organization.

It is not Desirable that the Architecture of Schools be Reduced to Standards

Art in school building as in everything else depends on originality and individuality rather than upon uniformity. Architects may favor certain styles of architecture for their buildings. But such tendencies do not preclude individuality, and compel uniformity. Architectural style must vary with differences in climates. Buildings in sections having long periods of warm weather should naturally have a different style and exterior treatment from those in sections having long periods of cold weather. Architecture that is suitable in New York and the Middle West would generally be out of place in California, Texas, Florida or Georgia. The size of the city has also an important bearing on the architectural style of buildings. In large cities like New York, Chicago, Philadelphia and others, where sites are restricted and where all kinds and types of schools must be large, the architectural expression must necessarily be different from that in smaller and medium-sized cities. It is then a certainty that it is neither desirable nor possible to reduce exteriors of schools to a standard form. Variety, individuality and originality are desired.

Other Factors Essential to Plan Efficiency
Safety, Good Lighting, Successful Ventilation, Sanitation and Sane Economy are all essential to successful and efficient planning of schools and should comprise the elements common to all kinds and sizes of schools. It is believed by the committee that the development of standards will need to be restricted to these common elements and that a contribution to better school buildings can be made by an exhaustive study of the many-sided phases of each factor. The most important of the common elements is safety.

Safety

All communities in all parts of the country have a right to demand unquestioned safety of their schools. The mechanical elements contributing to safety are:

1. Type of building plan.
2. Size and location of sites.
3. Number and location of corridors, stairways and exits.
4. Height of building.
5. Methods of construction.

Lighting

The schoolhouse planner is concerned with both natural and artificial lighting. Natural lighting includes such matters as kind of light, that is, side lighting, top lighting, or cross lighting, the amount of light necessary to a proper distribution, size, arrangement and type of window.

Practice and state legislation have already evolved standards relative to the amount and kind of light for classrooms, as well as for window arrangement. The standard used, however, is applicable particularly to the northern states. A further study is necessary in order that the various latitudes and climates may be given sufficient consideration.

Artificial lighting is necessarily reduced to an electric lighting system of proper distribution. Its success is dependent on the foot-candle intensity and on the types of lamp units. The foot-candle intensity and the type of lamp units may be reduced to definite standards for the various types of rooms within a building.

Ventilation

As in lighting, the problem of ventilation of schools is two-fold, natural and artificial. Type of plan, provision for cross ventilation, window arrangement, type of windows, and orientation of the building are the dominant elements to successful natural ventilation. The essentials to successful artificial ventilation are air purity, air movement, proper humidity and normal temperatures.

Present methods of artificial ventilation have been questioned. The Committee should endeavor to reach a definite conclusion concerning this problem.

Sanitation

Site location, water supply, the elimination of basements, arrangement of plumbing fixtures, and janitorial service comprise the elements that affect the sanitation of school buildings. Formation of standards for the maintenance of sanitation should therefore be a relatively simple matter.

School Building Economies

A study of cost bases whereby a comparison of the service ability of various schools can be made constitutes one of the most important and difficult tasks of the Committee. The wide variation in the per pupil building costs, without a corresponding efficiency in educational service leads to the conclusion that there is much needless waste.

Part II

(Approved in Principle by the 57th Convention)
This preliminary draft of a report of the Committee on School Building Standards emphasizes three essential factors to the successful planning of schools, viz., Plan Efficiency, Substantial Construction and Beautiful Architecture.

As stated in the initial report, the first of these essentials, viz., plan efficiency in its adaptation to educational needs, and the last, the development of a beautiful and esthetic exterior, are factors which for obvious reasons, do not lend themselves at all readily to standardization as do those for lighting, ventilation, sanitation, construction and some other things.

Safety. The most important of all the essential mechanical factors are those affecting the safety of schools and their occupants.

The initial study of your Committee therefore, was centered on the subject of building schools for safety, but before undertaking an independent study, it deemed it to be advisable to review the recent investigations undertaken by other organizations interested in this particular field, thereby possibly avoiding duplication of research.

As your Committee is irrevocably committed to the promotion of better, more efficient and beautiful buildings, any report which definitely promotes these qualities should receive the unqualified support of the A. I. A. On the other hand any findings which tend towards a retro-

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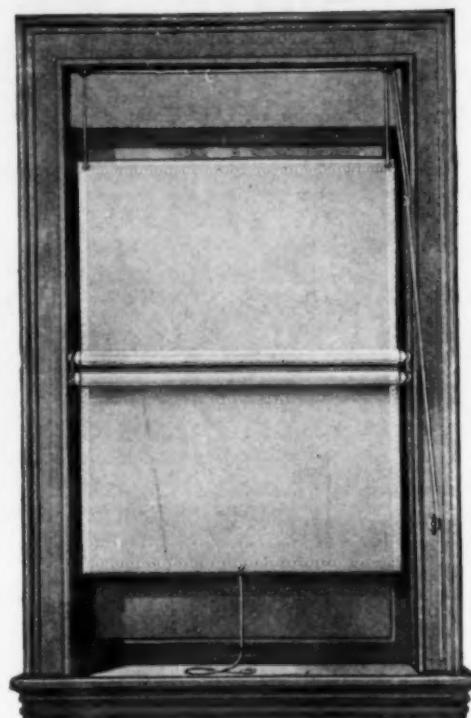
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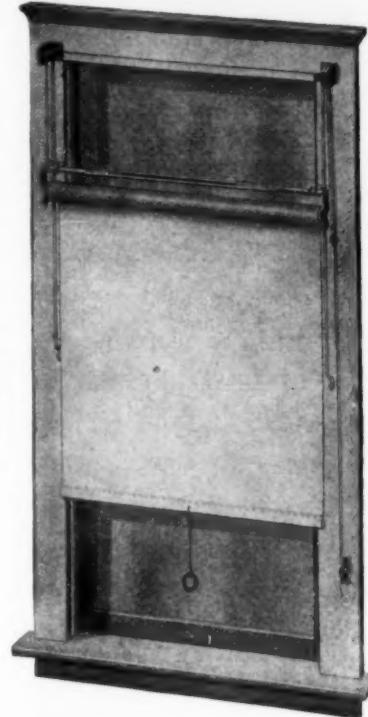
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grade movement or that necessitate unnecessary expenditures without commensurate returns, or which gives attention to the cure of evils rather than to prevention based upon a correct understanding of the fundamentals in the purpose and use of schools should be disproved.

Safety Standards Established by the A. I. A. Committee

The safety of school buildings is dependent upon five fundamentals:

1. The type of plan.
2. Proper location and adequate site.
3. Substantial construction.
4. Height.
5. Adequate and properly arranged circulation and egress.

If buildings are planned with due regard to the above and constructed after approved fire resistive methods, fires or hazard to life in school buildings will be practically eliminated. Thus a fire may start in a laboratory, shop or other room used for any special activity, which rooms are regarded as the greatest source of fire hazard, but if the building be of a construction as advocated by this Committee, there can be but slight loss since fires may be easily extinguished.

The history of school fires does not record one that may be considered as serious in a building constructed upon the above principles. Then again, the many lives which have been lost and the injuries sustained through panic, rendered more extensive in many cases because of an involved plan, emphasizes the importance of greater plan efficiency with its concomitant of adequate and properly proportioned means of circulation and egress.

It is in the light of the ideals just discussed that the Committee has examined the recent publication of a report known as The Tentative School Exit Code formulated by the American Engineering Standards Committee under the sponsorship of the National Fire Protection Association.

Your Committee finds a number of items with respect to existing buildings which it is ready to approve, but the Code in the main is not acceptable for the reasons that:

- (a) It appears to be written around school buildings of types long abandoned.
- (b) It apparently deliberately disregards the function of a modern school building.

(c) Its translation into actual construction would in many instances, add materially to the cost without commensurate returns to safety and educational processes.

Your Committee, therefore, cannot recommend that approval be given the School Exit Code as prepared by the American Engineering Standards Committee.

In connection with this matter, your Committee wishes to state that it is of the opinion that there is a steadily growing belief that ill considered laws and regulations requiring what are believed to be in many respects excessive and unreasonable provisions for alleged means of safety, and for floor space, lighting, etc., are rapidly being regarded as needlessly expensive and, in the main, far beyond the financial ability of school communities.

Further, your Committee is also of the opinion that the first step on the part of those who would make laws and rules and regulations prescribing the planning of schools from the standpoint of safety or for any other purpose, is to first give attention to the real problems connected with the purpose and functions of schools, which should be well served.

Your Committee, in conclusion, wishes to state, that in its judgment, it now seems to be necessary to develop standards for use in the planning, construction and equipment of schools, which will fairly meet the modern and actual needs, based upon the most careful consideration of the usage of this particular type of building, something which now is not available and that this will constitute its major work for the current year.

PERSONAL NEWS

Supt. C. K. Hayes of Muscatine, Ia., has been reelected for a term of three years. Mr. Hayes was appointed last October to fill the vacancy caused by the death of Mr. Potts.

—Mr. W. E. Giffin, head of the manual arts department at Sycamore, Ill., for the past three years, has been elected superintendent of schools to succeed O. E. Peterson.

—Superintendent John W. Casto of the United Township high school at East Moline started (on September 2nd) his seventh year of service at \$4,000. Superintendent Casto is also serving as Governor of the 40th district of Rotary Inter-

national this year. This district is made up of Northern Illinois, and has 32 Rotary clubs in it, for which he is responsible to the Rotary International.

—Mr. Thomas F. Kelley has been chosen as chairman of the school board at Rockland, Mass. Mr. Kelly has been a member of the board for nineteen years and for eighteen years has served as its secretary.

—Tennessee superintendency changes: Carl T. Vance of New Market goes to Erwin; Wilbur S. Young of Spring Hill goes to Springfield; R. H. Brown of Dayton, Kentucky, goes to Morristown; J. L. Hair succeeds James A. Roberts as superintendent of the Hamilton County schools; V. F. Goddard succeeds Prof. Cary at Alcoa City.

—Dr. Alfred Hall-Quest of the University of Cincinnati succeeds Dr. Charles W. Hunt as director of extramural instruction of the school of education of the University of Pittsburgh. Dr. Hunt becomes the dean of the Cleveland school of education.

—Michigan. H. C. Schell has been chosen superintendent for the Middleville schools; H. A. Nicholson goes from Fowler to Hersey; A. J. Henry goes from Howard City to Tustin; George N. Wood has resigned the superintendence at St. Louis, Michigan.

—The teachers of Indiana have charged that H. N. Sherwood, republican candidate for state superintendent, had solicited subscriptions for an educational magazine which was defunct. Mr. Sherwood's friends claim that he was in nowise responsible for the mismanagement of the publishing enterprise.

—The Gas City, Ind., board of education re-elected the following officers: President, Mrs. H. B. Mack; secretary, O. Gordon; treasurer, L. H. Conley.

—Beginning with January 1, 1925, the salary of William J. O'Shea, superintendent of schools, New York City, will be \$15,000. On January 1, 1926, a \$5,000 raise will fix his salary at \$20,000.

—B. J. Burris, state superintendent of Indiana, has announced the appointment of William F. Vogel of Boonville as state supervisor of teacher training to succeed Oscar H. Williams.

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Standard Equipment

GYMNASIUM - PLAYGROUND - STEEL LOCKERS



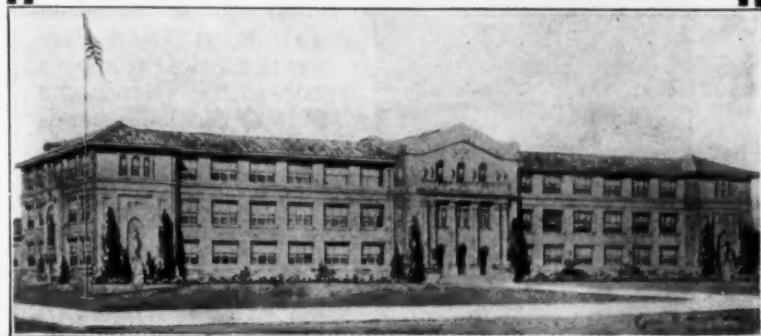
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Reinforced doors,
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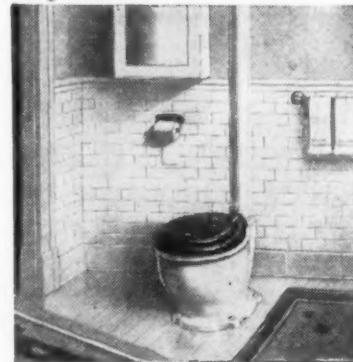
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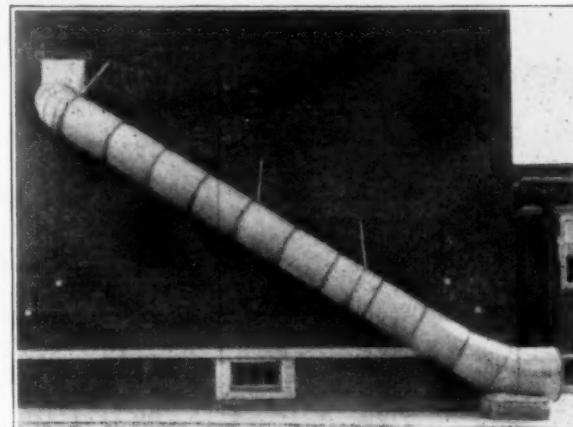
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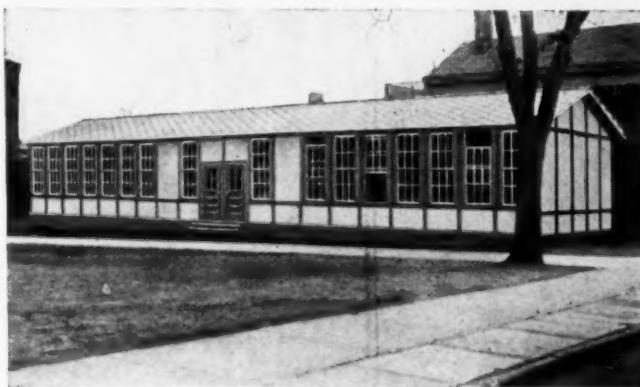
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A TWO-SIDED STORY.

(Concluded from Page 41)

has our interests at heart. They are forever planning something in our honor. One place I had the misfortune to teach in, they gave us a rousing welcome and after that day I never had an opportunity to meet a member of the board, only when I went into the bank to sign up papers for another year.

"How unlike that place is this city and its school board. It seems always a welcoming party. Here it is nearly the close of the school year and just last week, they gave us a rousing picnic in the timber just out of town. We know every member of the board and all their families. I am leaving this town to go back to university next year to finish my work for a degree and it is with a keen regret that I will bid farewell to the city. I envy my successor and would like nothing better than to make my future home in that city where 'the live wires live.'"

Mr. School Board Member, how was your school board listed in that unity question by your teachers in that questionnaire? Perhaps your board would do more rehiring if your city and your organization possessed more of such a spirit. Give one of these plans a fair trial. It is worth while.

TURNING THE LIGHT ON TEACHERS' MARKS.

(Continued from Page 64)

TABLE III

| Problem number | 6 | 3 | 7 | 1 | 5 | 4 | 8 | 2 | 9 | 10 | 10 |
|-------------------|----|----|----|----|-----|-----|-----|-----|-----|-----|----|
| Value in per cent | 59 | 64 | 81 | 92 | 101 | 102 | 102 | 103 | 143 | 153 | |

It is observed from Table III that the ten teachers thought problem six the easiest and problem ten the most difficult.

At the mid-term examination I asked the sixth grade teacher to use the ten problems which we had selected in testing her pupils in

arithmetic. The class was given an hour for the test.

Table IV shows the number of pupils solving each individual problem. There were 65 pupils in the class.

TABLE IV

| Problem Number | Section 6A, 28 pu. | Section 6B, 37 pu. | Total |
|----------------|--------------------|--------------------|-------|
| 1 | 25 | 32 | 57 |
| 2 | 15 | 19 | 34 |
| 3 | 22 | 27 | 49 |
| 4 | 11 | 6 | 17 |
| 5 | 16 | 8 | 24 |
| 6 | 27 | 37 | 64 |
| 7 | 24 | 33 | 57 |
| 8 | 25 | 20 | 45 |
| 9 | 14 | 12 | 26 |
| 10 | 15 | 5 | 20 |

Table V shows the order of the ten problems from the easiest to the most difficult according to the test.

TABLE V

| Problem number. | 6 | 1 | 7 | 3 | 8 | 2 | 9 | 5 | 10 | 4 |
|---------------------|----|----|----|----|----|----|----|----|----|----|
| Pupils solving each | 64 | 57 | 57 | 47 | 45 | 34 | 26 | 24 | 20 | 17 |

By comparing Table III and Table V it is apparent that the order of the problems, based

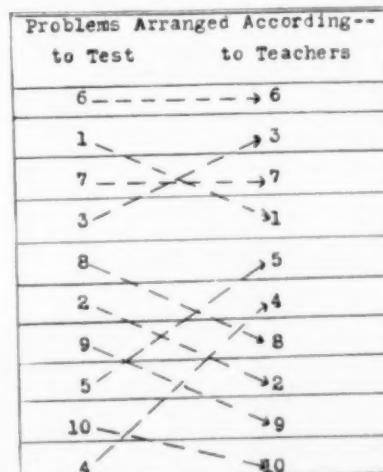


TABLE VI.

on the difficulty of each, representing the combined judgments of the teachers varies considerably from the results of the classroom test. For instance, problem four is considered an average problem in difficulty by the teachers, while according to the test it is the most difficult problem in the list.

Table VI shows more clearly the variation between the judgments of the teachers and the result of the test.

In Table VI the problems are arranged according to difficulty, the easiest at the top of each column.

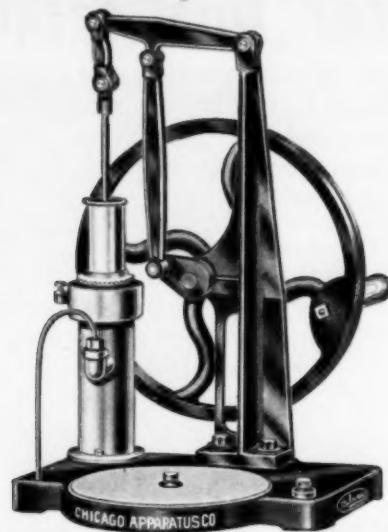
Table VII shows a comparison of the relative value of each problem, based upon the judgment of the teachers and the results of the test.

TABLE VII

| Problem number | Pupils solving each | Test value in per cent | Teacher's value in per cent | Error per cent |
|----------------|---------------------|------------------------|-----------------------------|----------------|
| 6 | 64 | 0.39 | 5.7 | 5.3 |
| 1 | 57 | 3.1 | 9.2 | 6.1 |
| 7 | 57 | 3.1 | 8.1 | 5.0 |
| 3 | 47 | 7.0 | 6.4 | 1.4 |
| 8 | 45 | 7.7 | 10.2 | 2.5 |
| 2 | 34 | 12.0 | 10.3 | 1.7 |
| 9 | 26 | 15.1 | 14.3 | 0.8 |
| 5 | 24 | 15.9 | 10.1 | 5.8 |
| 10 | 20 | 17.4 | 15.3 | 2.1 |
| 4 | 17 | 18.6 | 10.2 | 8.4 |

There was a tendency on the part of the teachers, as shown by Table VII, to assign too much value to the less difficult problems and not enough value to the more difficult ones. It is evident that the relative difficulty of the problems varies too much according to the test values. The difference is 18.2 per cent between problem No. 6 and problem No. 4. On the basis of difficulty, the child that solved problem No. 4 correctly deserved more credit than the child that solved problem Nos. 6, 1, 7 and 3. At any rate it would have been a grave injustice to the children to have arbitrarily assigned a value of ten per cent to each problem and graded them

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on the basis of one hundred per cent, for the ten problems, as is usually done.

I next selected from the test papers one of the best, one of the poorest, and one that I considered an average paper. I numbered each paper and gave them to each teacher, with a card attached, and asked her to grade them as if they were her papers and record the grade on the card after the corresponding number.

Table VIII shows the results of the individual grading.

TABLE VIII

| Paper Number | Individual Grades | | | | | | | | | |
|--------------|-------------------|----|----|----|----|----|----|----|----|----|
| 4 | 60 | 60 | 80 | 70 | 80 | 65 | 65 | 75 | 66 | 68 |
| 7 | 95 | 90 | 95 | 95 | 90 | 90 | 95 | 97 | 95 | 94 |
| 11 | 5 | 10 | 20 | 10 | 25 | 10 | 15 | 10 | 15 | 10 |

In Table VIII we find that there was not so much variation in the marking of the good paper or in the marking of the poor paper, but the marks assigned to No. 4 vary twenty points. In other words if seventy per cent represented the passing mark six of the teachers would have failed this pupil in arithmetic while four of them would have passed him. And if eighty per cent had represented the exemption mark, two teachers would have given the child a pass in arithmetic without an examination. It doesn't matter so much if teachers do vary a little in marking the exceedingly good paper or the unusually poor paper, but a little variation in marking the average paper does make a great difference. A slight variation may mean promotion or it may mean failure.

HYGIENE AND SANITATION.

—Shamokin, Pa. The board has employed a dental hygienist who will inspect and care for the teeth of children in the lower grades of the public schools.

—Wyomissing, Pa. Miss Catherine Bonawitz, dental hygienist of the schools, recently presented a report of the year's work in her department. Miss Bonawitz reported that 354 children were examined and 289 re-examined. A total of 217 children were advised to seek

dental treatment and of these 117 received attention and returned cards signed by dentists. There were 147 prophylactic treatments given.

—Colchester, Conn. The town health officer recently condemned nine of the local schools because of insanitary conditions and overcrowding. In compliance with his order, the schools will remain closed until the necessary improvements are made.

—Detroit, Mich. The prevalence of infantile paralysis delayed the opening of the city schools until September 15th. The late opening date was fixed at the request of the city health commissioner. There were 68 cases of the disease in the city at the time the schools should have opened.

—Chicago, Ill. With the opening of schools in September, the annual inspections of children for evidences of contagious disease were made. A force of 250 doctors and nurses are required for about two weeks to make these examinations.

—A modern cafeteria has been installed in the high school at Biloxi, Miss.

—Oak Harbor, O. The school board has ruled that all students must be vaccinated against smallpox. Those who do not comply with the rule within a reasonable time will be barred from classes.

—The school health department of Cleveland, Ohio, favors bobbed hair for teachers and pupils. The report says that the hair is strengthened and hygienic care made easier.

BUILDING AND FINANCE.

—Twenty-two school buildings, providing approximately 38,000 additional sittings, were opened in New York City with the beginning of the fall term. In addition to these, 20 more schools will be occupied on or about February first, providing 40,000 sittings.

There are also about 60 additional buildings now under construction with an aggregate seating capacity of more than 100,000. The construction bureau is at present engaged in the preparation of plans for 37 additional schools to provide seats for an additional 47,000 children.

Since January 1, 1919, the city administration has appropriated \$160,000,000 for new school buildings, with seating accommodations for over 187,000, whereas from 1898 to 1918, covering the administrations of five mayors, the combined

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appropriations for public school construction were about \$123,000,000, thus giving a score of \$37,000,000 over the total for the five preceding administrations.

—Bellevfontaine, O. Because of the increased needs of the schools, an election will be held in November to vote on an increased tax levy. At present \$3,000 is received from a special three-mill tax levy but a new levy will be needed after next August.

—Defiance, O. Facing curtailed school work this year and a threatened lack of funds in the near future, the school board has called an election to vote on an additional tax levy. The question was submitted to the voters last year but was defeated at that time.

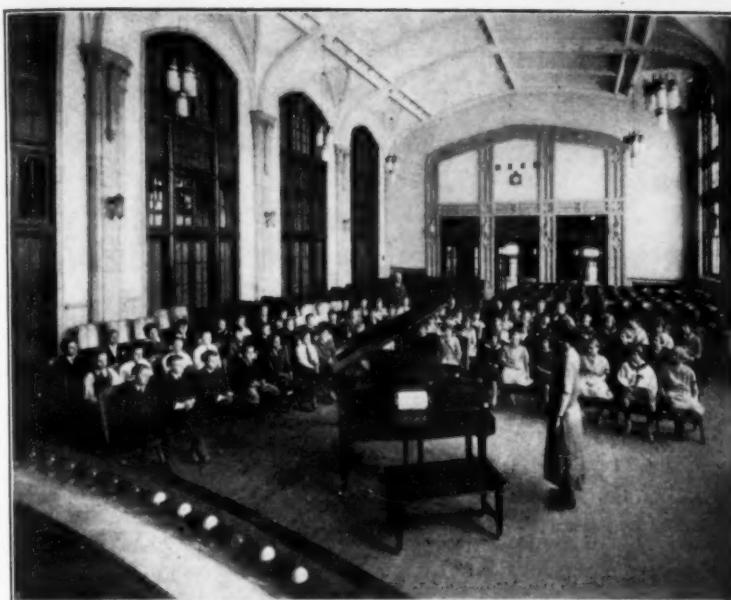
—Williamsport, Pa. A bond issue of \$800,000 to cover a five-year building program has been adopted by the school board. The program provides for an expenditure of \$160,000 each year and is expected to care for the increase in school population for the next ten years.

The program adopted provides for the erection of a new junior high school, the construction of an addition to the Curtin junior high school and the Abraham Lincoln School, and the erection of an elementary school on the Cochran playground site.

—School board officials in school district 128, Rice County, and No. 3, Rice County, Minnesota, acting jointly, must buy a site and erect a school for the children of the district, according to a recent ruling of a Minnesota court. The decision is expected to end a six-year controversy between the opposing elements. The court, in rendering its decision, has issued an order against the rebellious board, compelling it to build a school, and has charged the expenses of the litigation to the board. Under the decision it is found that the children, and not the majority of parents, determines the establishment of a school and sets a precedent unknown in court procedure in Minnesota.

—Two new school buildings costing about \$700,000 have just been completed at Hornell, New York. The architects for both schools are Tooker and Marsh of New York City.

—The New York City school system will have 51,563 new school sittings ready by September. This exceeds all previous records in school building operations.



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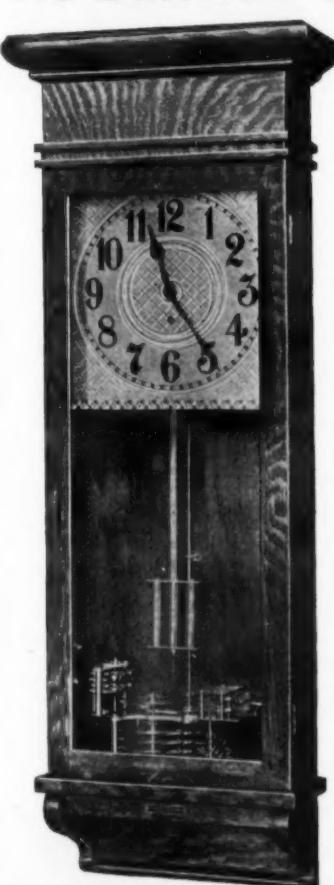
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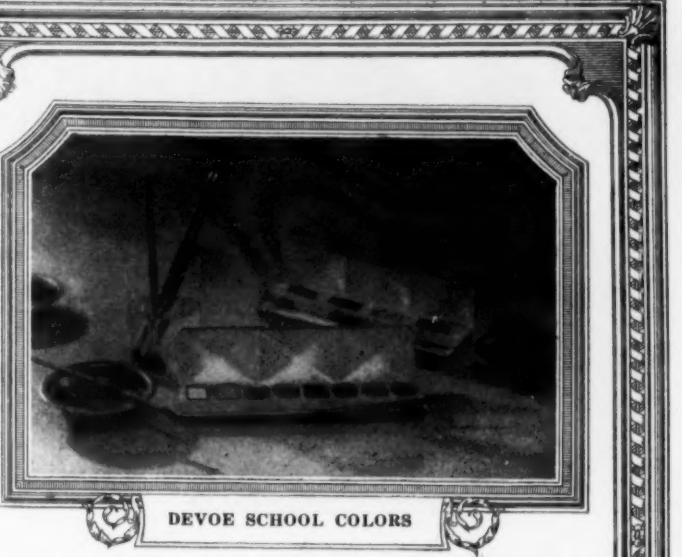
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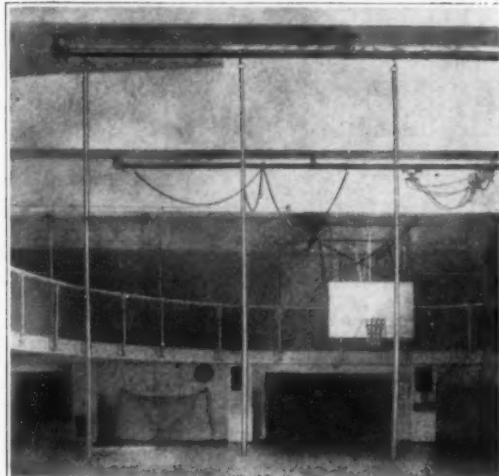
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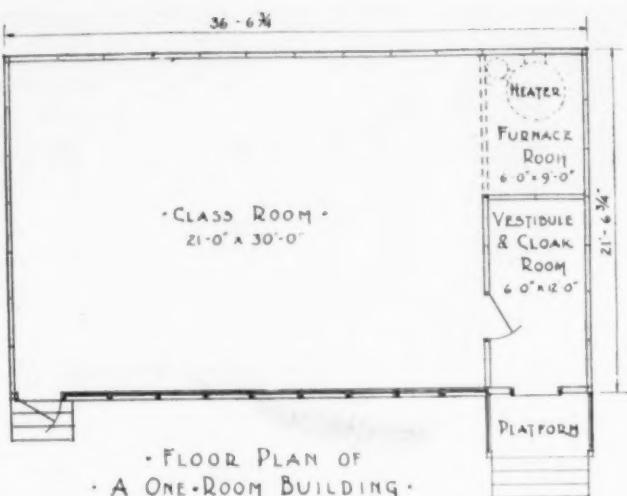
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CODE OF LIGHTING SCHOOL BUILDINGS.

(Continued from Page 49)

tem is one in which the dominant light reaches the work-places directly from the luminaires which are open at the bottom and in which the light source may be seen from below. Such a lighting-system may be further classified as local or general. In the former, the luminaires are placed close to the work and illuminate a very limited area, in the latter they are installed overhead in such a way as to illuminate the whole room area as well as the limited area upon which the work is done. An enclosed-luminaire is one in which the light-source is completely surrounded by the globe and holder. Some luminaires (sometimes termed semi-enclosing) having open or clear glass spaces in conjunction with diffusing glass, opaque reflecting surfaces, etc., may be considered from the standpoint of lighting to belong to the direct-lighting class.

A semi-indirect system is one in which an appreciable portion of the light reaches the work-place directly from the luminaire, but in which more than half of the light is directed to the ceiling and upper walls and thence reflected to illuminate the work-places. A semi-indirect luminaire usually consists of a lamp equipped with a diffusing bowl or inverted glass-reflector, as illustrated in Figures 6 and 8. The relation between the relative amounts of light above and below the horizontal through the light-center of such a unit depends largely upon the character of the transmission of the bowl. When the glass-bowl or inverted reflector of the semi-direct luminaire has a high transmission, the illumination approaches that of direct-lighting, and when of low transmission, the effect approaches that of indirect-lighting.

A totally indirect lighting system is one in which all of the light reaches the work indirectly after reflection from the ceilings and walls. The luminaire usually consists of a light-source equipped with an opaque bowl or inverted reflector, as illustrated in Figure 9.

Direct-lighting systems. The open-bottom luminaire is subject to criticism even though the

Table III
Coefficients of Utilization for a Classroom 32 feet by 24 feet, ceiling 12 feet high.*
(Reflection-factor of ceiling 70 per cent.)

| | Reflection-factor of walls 50 per cent | 30 per cent |
|--|---|-------------|
| Direct-Lighting | | |
| 1—High reflection-factor open-bottom glass reflectors, with bowl-enameded lamp | 0.47 | 0.43 |
| 2—Prismatic enclosing unit; clear lamp..... | 0.47 | 0.42 |
| 3—Enclosed unit of white glass (highly diffusing, one in which the lamp position cannot be seen) clear lamp..... | 0.39 | 0.34 |
| Semi-indirect Lighting | | |
| 4—Low transmission, high reflection-factor glass bowl with clear lamp | 0.33 | 0.29 |
| 5—Medium transmission, glass bowl with clear lamp..... | 0.37 | 0.33 |
| Indirect Lighting | | |
| 6—Metal, compo or glass bowl containing mirror reflector; clear lamp | 0.30 | 0.27 |

*Transactions Illuminating Engineering Society, Vol. XV, No. 2, March 20, 1920.

light-sources are shielded from the normal angle of vision because of the harshness of shadows and the glare due to reflected images of light-sources from shiny paper, textbooks and polished desk tops. Diffusing-bulb or bowl-enameded lamps or frosted inner cylinders for gas, effect a considerable improvement when used in this type of luminaire. One of the chief advantages of this type of equipment is its relatively high efficiency.

The enclosed luminaire, when made of a good diffusing glass and of sufficient size to insure low brightness of both the luminaire and reflected images, produces satisfactory lighting results from the standpoint of shadows and glare. Furthermore, the coefficient of utilization is high. The depreciation due to the collection of dust and the resultant loss of light are less than in most systems. Partly because of economy, the enclosed-unit is one of the practicable solutions of school lighting problems. It is generally advantageous to select glassware having the horizontal dimension large as compared with the vertical dimension in order to obtain a satisfactory utilization of light.

The semi-indirect system employing good diffusing glass, of sufficiently low transmission to insure low brightness, provides excellent lighting. Inasmuch as this system employs the

ceiling and upper walls for redirecting a large part of the light reaching the work-place, these surfaces should have fairly high reflection-factors. For this reason these surfaces should be properly maintained. When used in smoky or dirty environment very material losses in the illumination result unless frequent cleaning is adhered to.

The indirect system provides excellent lighting as characterized by the desirable qualities of good distribution, absence of strong shadows, and low surface brightness. As in the case of the semi-indirect luminaire, ceiling, upper walls, and the luminaire require frequent cleaning in order to maintain the illumination intensity for which the installation was designed. For a comparison of the coefficient of utilization of these three systems see Table III.

Design of a lighting installation. The subject is too involved to be handled in a short treatise unless limitations are set on the scope of the discussion. These considerations, therefore, will be confined to the design of a lighting installation for a classroom 32 feet by 24 feet, with a ceiling height of 12 feet, the ceiling having a reflection-factor of 70 per cent and the walls having a reflection-factor of 50 per cent.

To comply with Rule 2 on the "Avoidance of Glare," it is necessary to diffuse and redirect

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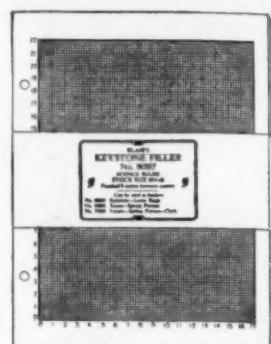
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the light proceeding from the filament or mantle. To comply with Rule 3 on "Distribution of Light," it is necessary to specify the number of lamps, their size, spacing, hanging height, etc. Rule 4 on "Color and Finish of Interior" plays an important part in this discussion.

For the sake of simplicity and brevity a typical lighting installation, employing totally enclosed diffusing luminaires, will be discussed.

The factors which should be considered in determining the size and number of lamps to be used in a given room are: first, the illumination in foot-candles to be supplied; second, the floor area, which in this case is 32'x24' or 768 square feet; third, the amount of light in lumens emitted from each lamp, obtained from Table II; fourth, the coefficient of utilization of the lamps and their accessories as installed in the room. The last quantity involves many factors, such as the relative dimensions of the room, the reflection-factor of the surroundings, the number and character of luminaires, their locations and hanging height. In Table III coefficients of utilization for modern lighting equipment are given for a typical standard classroom. These values refer to the initial installation without any allowance for depreciation due to aging of lamps and dust collection. The plane of the work in this case is the desk tops, generally 24 inches above the floor.

HOUSING THE TEACHERS IN COMFORT.

(Concluded from Page 45)

through driveways between the houses, the entire court space between the five houses being constructed with concrete with proper drains. Unused space for walks, drives and buildings is landscaped with lawn, shrubs and flowers.

Each building, on a 20'x25' foundation, is identical in constructive design, interior finish, and furnishings. The interior walls are of light gray tint with harmonizing gray enamel for the woodwork finish. Windows are of the narrow panel casement style.

Interiors are constructed much like the late design apartments with thought to convenience and simplicity. The living room, 12'x17', has a built-in clothes closet, a built-in bookcase, a window seat, and a breakfast nook.

The dressing room, 6'-6"x7'-2", consists of built-in dressing table, drawers, and a two panel glass door clothes closet as a unit. On the door entering from the dressing room to the bathroom is a full length plate glass mirror. On a large centrally pivoted panel door is attached the folding bed which swings down into the living room at night and in the daytime is folded up and swung in the dressing room and out of sight. The bathroom contains a built-in medicine cabinet and all modern fixtures.

The kitchen, 6'-6"x11', contains built-in cupboards, drawers and counters, sink, folding ironing board, wooden fuel container, and a built-in refrigerator. Approach to the ice compartment is made from the back porch.

Approach to the basement is from the back porch which is screened in. The basement is full size of the foundation, cemented, and contains a partitioned and shelved fruit cellar, tightly constructed coal room, laundry tubs, pipeless furnace, and three light fixtures well distributed for convenience.

Economic rental, a vital point in the existence of a school teacher, received due consideration. Each bungalette rents for \$25 per month completely furnished. The three garage compartments rent at \$3 each per month.

BUILDING AND FINANCE.

The Newark, N. J., board of education has appointed four architects for the planning and building of four different schools. The Newark News in commenting on the action says: "The board turns back to the plan embracing specific appointments for each school for which appropriations have been provided. In this way the board obligates itself to pay the fees, controls the architects through its business manager and building committee and also keeps control of some valuable patronage."

A \$5,000,000 bond issue brought out by the Philadelphia board of education was quickly disposed of bringing a premium of \$85,885.

The state board of education of Mississippi in dealing with the so-called revolving school fund is favoring the rural school districts on the argument that they need support more than the cities.

"Lack of money, an under-staffed department, crowded classrooms and inadequate housing facilities are the four handicaps we must face with the opening of the fall term, conditions which cannot be remedied until the people of Oakland vote to float a bond issue," is the statement recently made by Superintendent Fred M. Hunter regarding the Oakland, California, school situation.

Dayton, O. The school board will ask the voters to approve a bond issue of approximately \$4,000,000 at the coming November election. The money derived from the bonds will be used to erect junior high schools and elementary buildings where these buildings are needed. The board reports that its building fund has been depleted so that the bond issue is the only remaining recourse.

New York, N. Y. Of the \$34,000,000 worth of new school construction to be undertaken by the city under the 1925 budget, the Borough of Queens will be given more than one-third, or \$11,585,000, which is \$4,000,000 more than the allotment in the 1924 budget. Queens Borough will receive nearly 40 per cent of the entire number of sittings provided in the new program, with seventeen new schools to be erected.

In the appropriation are included provisions for a large vocational school of 1,500 sittings, and two large continuation schools of 2,500 sittings each. In addition to these schools, nine elementary schools and three sites for future buildings, there are provisions for a site for a future high school in Astoria and an addition of 1,080 sittings for the Jamaica Training School. A number of badly congested elementary schools will be relieved by the erection of new and more adequate classroom units.

Chicago, Ill. A number of schools were cold last month because of lack of heating facilities. One school was ordered closed but the classes in the other buildings remained in session. The situation was attributed to the failure of contractors to complete their work. Each year there is a similar delay in letting contracts because of the failure of city inspectors to complete their inspections early in the summer.

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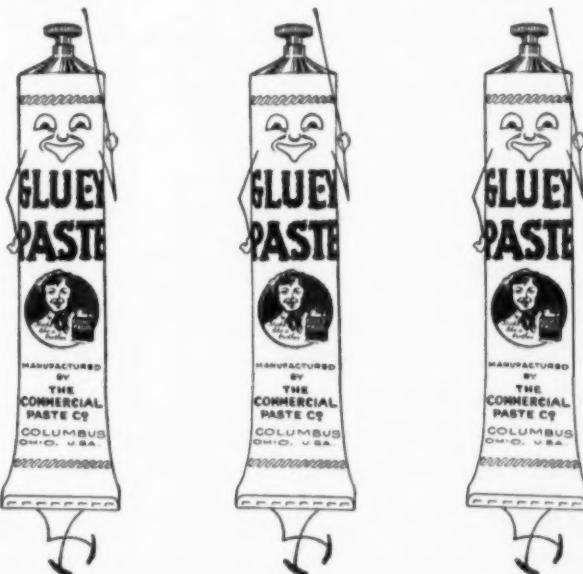
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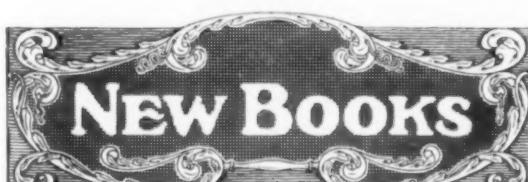
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Elements of Educational Psychology

Lawrence Augustus Averill, Ph.D. Price \$2.15.
Houghton Mifflin Company, Boston, Mass.

The literature on practical pedagogy is growing rapidly. New books are coming from the press with a frequency which must baffle the teacher who desires to keep abreast of the latest discoveries of the educational experimental laboratory.

Among the recent books of this kind is Elements of Educational Psychology, by Dr. Averill. It is a sequel to the author's Psychology for Normal Schools and is intended primarily as a textbook for teachers-in-training, who have had a general course in psychology. The purpose of the present volume is to apply the principles and practical findings of psychology to actual schoolroom situations. The book covers the field in three parts. In Part I the Motivation of Learning is discussed; in Part II the Learning Process is examined; in Part III the Results of Learning are considered. Throughout the volume the author proposes simple experimental problems which require little technical skill and can be carried out effectively by any intelligent teacher. Constant reference is made to the most recent results of experimental observation. Theories are built upon these results and practical conclusions are derived from them. Every point of the discussion is made clearer by apt illustrations, drawn from the actual life of the classroom. The book is written in a clear, direct, interesting manner. Much that is of immediate value to the teacher is contained in the volume.

However, several reflections occur to the reviewer as he reads the book. Teaching is unquestionably an art, requiring not only knowledge, resourcefulness, skill, enthusiasm, personality, but also a clear idea of the ultimate pur-

pose of education. How many of the young aspirants to teaching come forth from their specialized training equipped with all that is necessary to do justice to the noble work? Many, as we know, have done nothing more than absorb what was taught and apply this knowledge in a mechanical and lifeless way when they take actual charge of a classroom. True, Dr. Averill, endeavors to counteract this very automatism by insisting on motivation in teaching, on "vitalized effort," on development of concentration, will, determination. He frowns upon a "milk diet" procedure and argues strongly against making entertainment the primary end of teaching. In this he is right. But there is a flaw in the entire exposition. This flaw lies in the absence of a complete understanding of human nature, which is more than "brain cells and neural pathways," and whose purpose cannot be defined by "adjustment to racial and social environment."

Education means essentially training and development of the whole man, with an objective in view which meets this complete nature. Hence, education must develop all the powers of man and must prepare him for the successful accomplishment of his duties to self, to others, and to God. It must lead to man's final destiny beyond the present life. For this reason we must seek to evoke from the pupil efforts which are actuated by moral motivation and which will develop a strength of character which will meet the situations of life on moral principles. The discoveries of the research laboratory may reveal helpful aids to obtain the higher purpose, but at best they are tools. Education must be permeated by the spiritual, or fail.

Fundamentals of Chemistry

C. W. Gray, C. W. Sandifur, and H. J. Hanna. Cloth, duodecimo, 456 pages. Price, \$1.68. Houghton Mifflin Co., Boston, Mass.

The authors who have been teaching this subject to high school students for a period of ten years, hold to the principle that chemistry is a fundamental study necessary to success in business, home management, the professions, as well as an essential subject for college entrance. A well balanced course should be of immediate

use to boys and girls who go out into life from the high school to engage in an industrial or commercial occupation or to undertake the duties of homemaker. Information should be provided about the great basic materials of industry, commerce, agriculture, about the substances that support life, provide shelter, aid transportation, and provide power. The entire range of study can be and should be made intensely interesting and practical. At the same time the whole subject can be interwoven with the principles and the theory governing the science so that it is of true cultural value and contributes toward a broad educational scheme.

The book is of the applied type, quite original in arrangement and treatment, and rather comprehensive for high schools. The first twenty-five chapters cover practically the entire range of chemical principles necessary for a working knowledge of inorganic chemistry, and the remaining eighteen chapters are rather supplementary. The school which can give a minimum of time to the subject and the school which desires to offer an extended course are both served. While formal treatment is avoided, accurate definitions and complete, scientific explanations are provided and insisted upon. Each chapter is followed with a set of review questions and, where desirable, problems and exercises.

Laboratory Manual for Chemistry

By Geo. W. Bruce. Paper, royal octavo. Price, \$1.20. World Book Co., Yonkers, N. Y.

This manual presents a group of sixty experiments in general chemistry and is intended to provide the practical laboratory work of an introductory course. It actually covers all that may be reasonably included in a general high school course and contains the classic experiments usually given to beginners as well as a number of original adaptations developed by the author in the course of his teaching experience. The real value of the manual lies in simplicity, in the clearness and completeness of the directions to the student, and in the mechanical make-up of the book which is of the convenient loose-leaf type. There are dozens of little "kinks" of arrangement which make the work adaptable to any course or school.

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Health in Home and Town

By Bertha M. Brown. Revised and enlarged edition. Illustrated; 332 pages. Cloth. D. C. Heath & Co., Boston, New York, Chicago.

This textbook may serve the home as well as the school. It enumerates the essentials of a healthful home, how to warm, ventilate and light the same, and then tells us something about furnishing and decorating a home.

The essentials of a healthful city are discussed, the manner of distributing food supplies, water and ice, the disposal of refuse and waste, the care of streets and alleys. The text deals also with the enemies to health and comfort, and warns against violations against the laws of nature.

Parks and playgrounds come in for considerable attention. Illustrations of those maintained in the larger communities are shown. Various water supply systems are described.

General Chemistry Test

By S. I. Powers. Examination forms A and B, keys and manual of directions. Specimen set twenty cents postpaid. World Book Co., Yonkers-on-Hudson, N. Y.

These tests are intended to measure the accomplishments of pupils in high school chemistry and may be applied in any school in connection with any textbook. Forms A and B are of approximate equal difficulty and have been tested with 3,000 pupils. Part one of each form is a test of thirty items of information on chemistry. Part two tests the ability of pupils in thirty-seven items relating to the writing of formulas and equations, common chemical names and simple chemical calculations.

Elementary Accounting

Part I. Hiram T. Scovill. Cloth, octavo, 435 pages. Price, \$3. D. C. Heath & Co., Boston, New York, Chicago.

The teaching of bookkeeping in years past has been characterized by much insistence on rules and memorizing of methods, and by much practice in the use of books, forms, documents, etc. The texts have been formal hand books, with many rules, examples, and much technical verbiage. In recent years there has been a gradual departure from this situation and pedagogical principles have gradually asserted themselves with consequent changes in classroom methods and textbook content.

The present book is built entirely on psy-

chological principles. It takes the learner into account first and makes the teaching method the controlling guide in arrangement and content. The fundamental principles of account-keeping are reasoned out and correlated and rules and routine entries, methods of drawing balances, etc., are all explained in the light of the reasoned principles.

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The year's work offered in the book carries the student along to enable him to conduct the accounts of any business operated on a personal ownership or partnership basis. There are ample problems to illustrate the principles of each chapter, and questions to test the student's understanding of his study and laboratory work.

Where Our History Was Made—Book II.

By John T. Ferris. Cloth, 358 pages. Illustrated. Silver, Burdett & Company, New York City.

Americans who have visited Europe frequently return home with a feeling that our cities and states seem to be barren of interesting historic spots and associations. True our history is brief, and less troubled than that of the old world cities and communities, and we cannot point to long lists of kings or conquerors, or devastating wars, or religious and racial upheavals. But America is rich with localities in which stirring events took place, where there were conquests for peace and democracy, where the pioneers established this nation in the wilds of the prairies and forests and mountains, where the government of the greatest republic came into being and established its unity, where inventions, improvements in living, changes in government and social progress of the most rapid and startling kind were established.

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The Seven Little Sisters

By Jane Andrews. New Edition. Cloth, 119 pages. Price, \$0.64. Ginn and Company, Boston, Mass.

A genuine test of merit in a book for children, is a continued demand for it during several generations. The present little book is as interesting to little ones of today as it was in eighties when it first appeared. The seven little sisters who live in the cold north, in the torrid south, in far-off China, in the desert, on the mountain-side, on the beautiful river Rhine, and in the western forest, all are as life-like and interesting as they were to us middle aged folks who read of them in our own childhood days. The book still arouses wonder at the discovery of the lives of brown and red and white children in strange places of the earth—children of the one great Father.

The Study Readers—Fourth Year

By Alberta Walker and Mary E. Parkman. Cloth, 310, 320 pages. Illustrated. Charles E. Merrill Co., New York City.

This is the first of a new series in silent reading. It proposes to lead children not only to understand, enjoy, and use what they read, but to be the stepping stone to right methods and habits of study. The material is chosen from modern sources and is accompanied by some very novel introductory paragraphs for arousing attention and causing children to gain the special purpose of each lesson.

Horace Mann New Second Reader

By Walter L. Hervey, Ph.D., and Melvin Hix, B.S. Cloth, 188 pages, illustrated. Price, \$0.72. Longmans, Green and Co., Chicago, Ill.

This book follows along the lines of the new first reader of the same series and parallels the original basal second reader. The material consists of folk and fairy stories, some original and new, and all of intense child interest. The illustrations are printed in black and two colors.

French Composition and Grammar Drill

By William E. Knickerbocker. Cloth, 164 pages, illustrated. D. Appleton & Co., New York.

This is a second book for students who have had at least a year of high school French. It emphasizes idiomatic translations and drill in grammatical irregularities.



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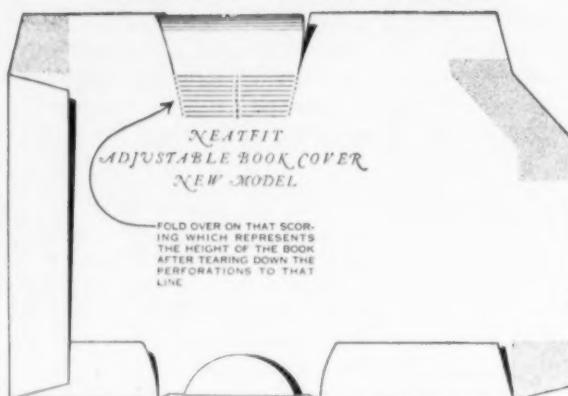
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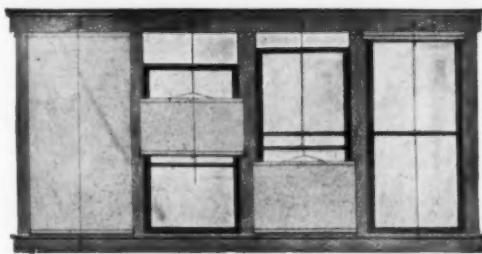
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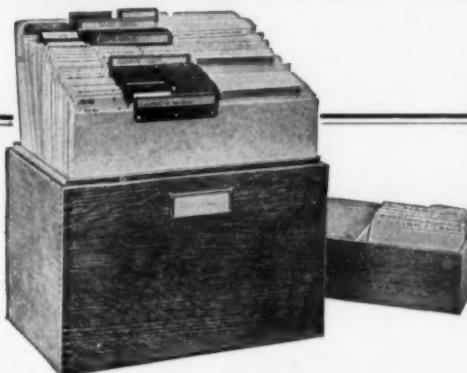
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NEW OFFICERS OF THE BOSTON SCHOOL BOARD

Two notable promotions have been made by the Boston school board, with the opening of the new school year, by the election of Miss Ellen M. Cronin as secretary, and Alexander M. Sullivan as business agent.

Miss Cronin began her career as an assistant in the office of the secretary in 1898. In 1912 she was made chief clerk, and has served as acting secretary since the death of the late Mr. Apollonio in August. Miss Cronin's training and experience, together with her unfailing memory of precedents and details make her an exceptionally efficient secretary.

Miss Cronin is soft-spoken, charming in manner and yet impresses one as having a sense of efficiency. She believes that a person must grow with his job and that all women in business must learn that lesson. She is of the opinion that women are a little too anxious to get to the top of the ladder and are impatient if they do not get there quickly.

Mr. Sullivan entered the service of the board as an assistant in the office of the business agent in 1918. He was later advanced to the position of chief accountant and has acted as business agent since the resignation of Mr. W. T. Keough in July. Mr. Sullivan's business training, foresight and wide acquaintance with Boston businessmen should make for an efficient administration of the office.

—Miss Grace A. Day, of Teachers College, New York City, has been appointed Supervisor of Elementary Schools, Meriden, Conn. Miss Day received her education in a high and a normal school in Minnesota, and later graduated from Teachers College. She has held positions as supervisor of practice teaching and instruction in the State University of Nevada, instructor in supervision and elementary education, Teachers College, and research and consultation with the National Board, Y. W. C. A., New York City.

—Mr. Clarence Jennings, principal of the Toano high school at Toano, Va., has been elected as superintendent of schools for James City, Charles City and New Kent Counties.

—Mr. Wm. F. Vogel, formerly superintendent of schools at Boonville, Ind., has accepted the

position of state supervisor of teacher training work for the state education department. Mr. Vogel was at one time superintendent of the North Vernon schools, and for the last six years has been head of the Boonville schools.

—Mr. M. H. Johnson has assumed his duties as superintendent of schools at Cambridge, Ia. Mr. Johnson is a graduate of the State University and had previously filled a position at Alta.

Appointive Superintendents Favored.

—The appointive system applied to county superintendents as against the elective is advocated by the Houston, Texas, Post. It says: "Under the appointive system, now advocated by the State Teachers' association, it would not be necessary for the aspirants to make a political campaign for the office of county superintendent. The county board of education would appoint the superintendent. The board would have power to offer it not only to any aspirant but to any other educator. In that way, the people would not be limited to the two or three, or maybe half dozen candidates who were offered, in the selection of a superintendent, but would have a wide range to select from, giving opportunity to secure the best talent available. If it be wise to select superintendents in independent districts that way, why is it not equally wise to select superintendents for the entire county that way? In the counties with large cities there is that further objection that the cities, with their big majority of the county's population, elect the superintendent for the county schools, though he has no jurisdiction over the city schools, and the city voters are not primarily interested in the office. The cities can thus impose a superintendent on the county schools who is distasteful to the county patrons and voters."

Fight! Fight! Fight! A football song prepared for the Athens high school at Athens, O. Words and music by G. F. Morgan. Price, 60 cents. Published by G. F. Morgan at Athens.

A Study of Public School Costs in Illinois Cities. By Nelson B. Henry. 96 pages, The Macmillan Co., New York, N. Y. This latest publication of the Educational Finance Inquiry presents a study of (a) school records and accounts in twelve Illinois cities; (b) an analysis of the current costs of education in the same cities; (c) an analysis of the costs of individual

subjects in high schools; and, (d) an estimate of probable future costs.

The report makes a strong indictment of the indefiniteness and inaccuracy of school accounting systems and points out many of the difficulties and practical hindrances to uniformity and adequacy. The chapter on current costs analyzes the relative expenditures for various school enterprises and points to some glaring discrepancies in the relatively excessive cost of minor activities. It also shows wide variations in types of school service under different control. The chapter on high schools indicates that the special subjects are extremely expensive and out of all proportion to the fundamental subjects. The final chapter is an estimate of probable future costs and, based as it is upon assumptions, lacks the definite usefulness of the preceding chapters.

An Analysis of Enrollment of Colored Pupils in the Schools of Cleveland, O. The report gives a summary of facts produced from an analysis of the enrollment of colored children in the Cleveland schools. There are also a number of tables showing a minute analysis of origin and distribution of colored pupils. The enrollment of colored pupils in the schools in October, 1923, was shown to be greater than the total colored population of Cleveland in 1910.

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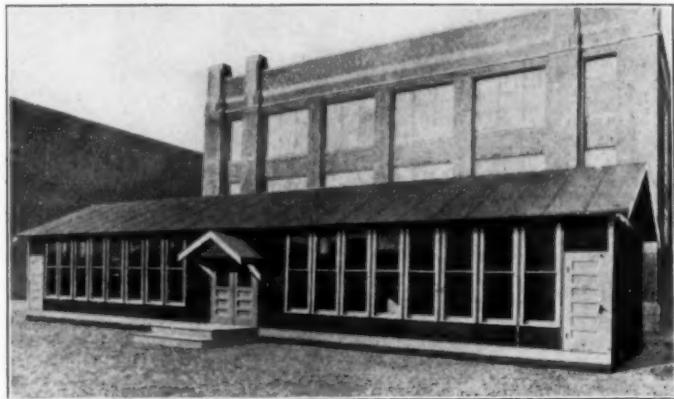


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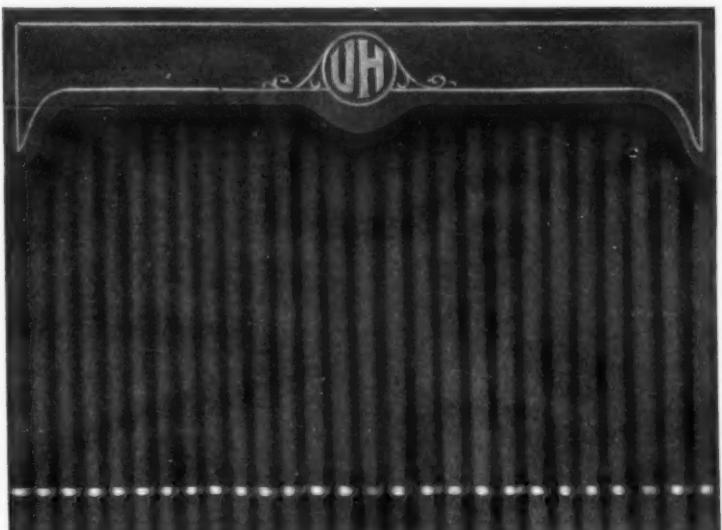
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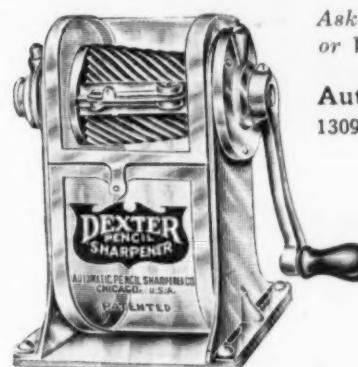
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| 1st NATHAN BEHRIN..... | 5 .. |
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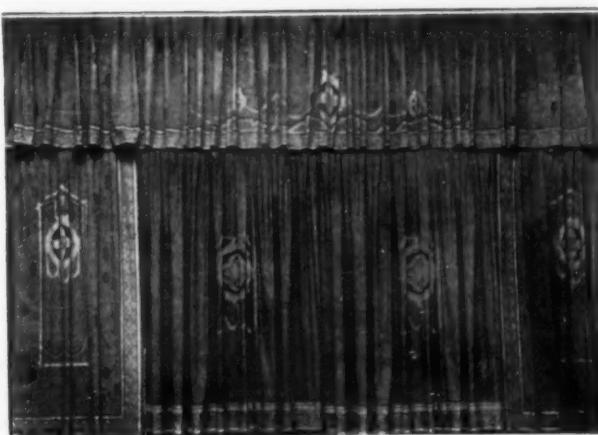
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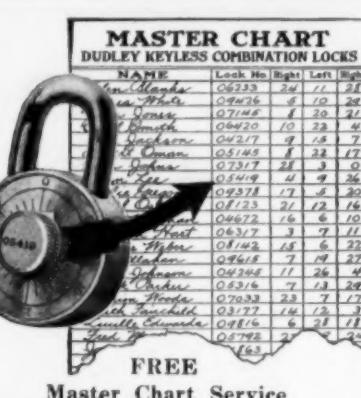
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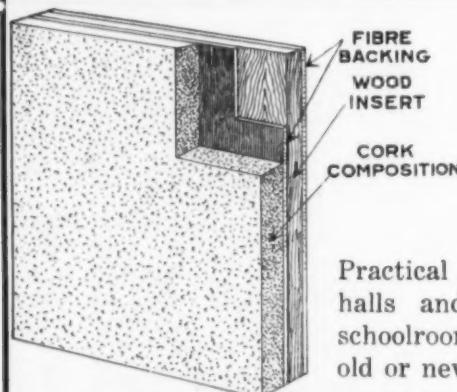
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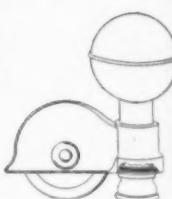
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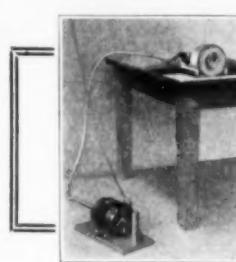
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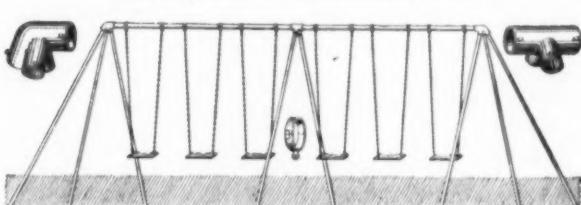


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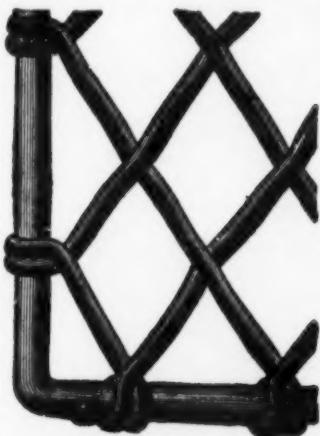
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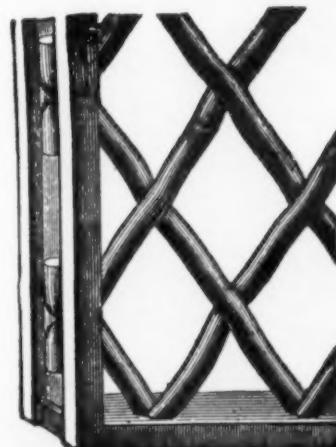
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for wood turning only. 1 Jointer, Oliver
144, in good condition. 1 Circular Saw,
Oliver 32, in good condition. Each of the
above with motor in perfect running order.
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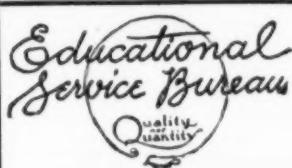
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EDUCATION SERVICE operates on a cost basis. It offers various forms of service to schools and teachers, such as securing rates on magazines and books for school libraries. It has special facilities for supplying teachers in every department of public school work; also, business managers and purchasing agents, registrars, private secretaries, librarians, cafeteria directors, and trained nurses. Our work includes executive positions—superintendents, principals, and supervisors of all kinds.



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The Supreme Court of California announced on Feb. 26, 1924, the unanimous decision that the law limiting the amount of commission was absolutely unconstitutional.

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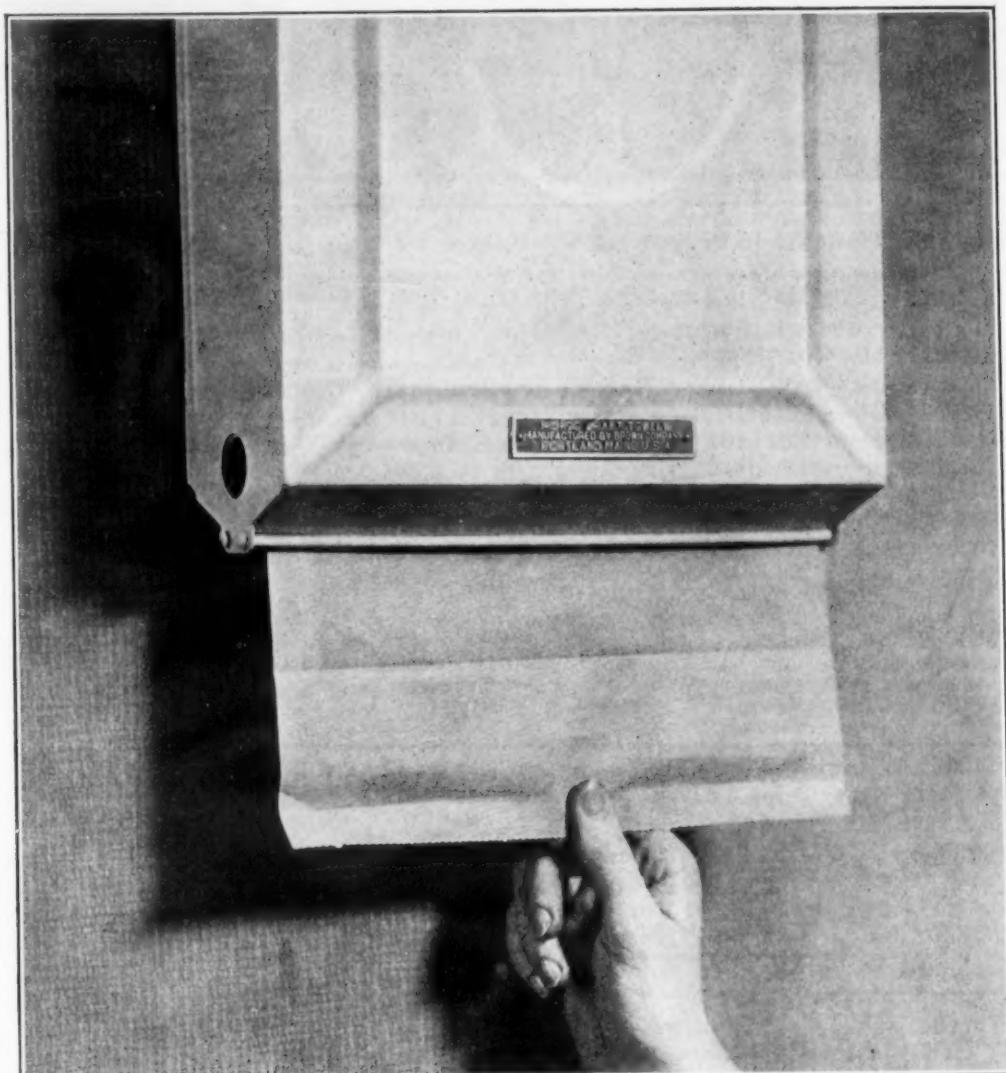
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OHIO VALLEY TEACHERS' AGENCY,
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THIS convenient cabinet keeps Nibroc Towels clean and dust-free, and serves them singly.

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Nibroc—a paper towel that seems made for school children

If the Nibroc Towel were made especially to your order, it could not be better suited to school use.

The Nibroc fibre is highly absorbent—takes up the last drop of moisture. It doesn't lint—doesn't tear easily—doesn't get soggy. You can wipe hands and face vigorously with a Nibroc Towel. It is agreeable to use, and leaves a pleasant feeling that encourages children to be clean.

The Nibroc Towel doesn't roughen the hands.

It means a fresh, clean towel for every child. Used once, then thrown

away, it doesn't spread colds through the class, as a common towel is apt to. It is economical, too. The Nibroc Cabinet serves one at a time, enough to thoroughly dry both face and hands.

You yourself will enjoy using the Nibroc Towel. Let us send you enough samples to make a thorough test in your office or home.

The manufacturers, Brown Company, Portland, Maine, will be pleased to mail to members of School Boards or of any educational institution a sample pack of Nibroc Towels.

School Board Journal

DIRECTORY OF EQUIPMENT AND SUPPLIES

The names given below are those of the leading and most reliable Manufacturers, Publishers and Dealers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms.

AIR CONDITIONING APPARATUS

Air Conditioning & Engineering Co.
American Blower Company
Buckeye Blower Company
Buffalo Forge Company
Nelson Corporation, The Herman
Reed Air Filters, Inc.

AIR FILTERS

Reed Air Filters, Inc.

ASH HOISTS

Gillis & Geoghegan

AUDITORIUM SEATING

American Seating Co.
Arlington Seating Company
Heywood-Wakefield Co.
Kundt's Company, The Theodor
Newton & Holt Company, The
Peabody School Furniture Co.
Progressive Seating Company
Steel Furniture Company

BASEMENT SASH, STEEL

Detroit Steel Products Company
Detroit Steel Products Company

BENCH LEGS

Angle Steel Stool Company
Blackboard-Composition
Becker-Cordt Co.

N. Y. Silicate Book Slate Co.

Rowles Co., E. W. A.

Standard Blackboard Company

Weber Costello Co.

BLACKBOARD-SLATE

Keenan Structural Slate Co.

Natural Slate Blackboard Co.

Penna. Structural Slate Co.

BOILERS

Keweenaw Boiler Company

BOOK CASES

Library Bureau
Newton & Holt Company, The

BOOK COVERS

Holden Patent Book Cover Co.

Iroquois Publishing Company

Peckham, Little & Co.

Walraven Book Cover Co., A. T.

BOOK PUBLISHERS

American Book Company

Bruce Publishing Co.

Heath & Co., D. C.

Houghton, Mifflin Co.

Iroquois Publishing Company

Ladd & Brothers

Lippincott Company, J. B.

Little, Brown & Company

Nease & Company

Pitman & Son, Isaac

Rand McNally & Company

World Book Company

BRUSHES

Palmer Company, The
Robertson Products Co., Theo. B.

BUILDING MATERIALS

Alabama Marble Company

Asbestos Building Company

Duriron Co., Inc., The

Indiana Limestone Quarrymen's Assn.

Milwaukee Corrugating Company

Structural Slate Company

CAFETERIA EQUIPMENT

Angle Steel Stool Company

Dougherty & Sons, Inc., W. F.

Crane Company, Wm. M.

Pick & Company, Albert

Sanf Products Co., The

Van Range Co., John

CHAIRS-FOLDING

Angle Steel Stool Company

Maple City Stamping Company

CHALK TRUGHS

Duffield Mfg Company

CHARTS

Nystrom & Company, A. J.

Tunnell Map Company

CLOCKS-PROGRAM

Cincinnati Time Recorder Co.

Hansen Manufacturing Company

International Time Recording Company

Lands Eng. & Mfg. Co.

Standard Electric Time Co.

COOKING APPARATUS

Dougherty & Sons, Inc., W. F.

CRAYON

American Crayon Co.

Binney & Smith

National Crayon Co.

Peckham, Little & Co.

Rowles Co., E. W. A.

Weber Costello Co.

DEAFENING QUILT

Cabot, Inc., Samuel

DESKS

Imperial Desk Company

DIPLOMAS

Metropolitan Supply Company

DISINFECTANTS

Palmer Company, The

Robertson Products Co., Theo. B.

DISPLAY CABINETS

Showman Cabinet Works

DOMESTIC SCIENCE EQUIPMENT

A. B. Stove Company

Christiansen, C.

Crane Company, Wm. M.

Dougherty & Sons, Inc., W. F.

Freeport Gas Machine Co., Inc.

Keweenaw Mfg. Company

Newton & Holt Company, The

Peterson & Co., Leonard

Pick & Co., Albert

Sheldon & Co., E. H.

Van Range Co., John

DOOR CHECKS

Norton Door Closer Co.

Sargent & Company

DOORS, STEEL-FIREPROOF

Detroit Steel Products Company

DRAFTING ROOM FURNITURE

Angle Steel Stool Company

Christiansen, C.

Economy Drawing Table & Mfg. Co.

Keweenaw Mfg. Company

Sheldon & Co., E. H.

DRAWING MATERIALS

Dow & Reynolds

DRINKING FOUNTAINS

Century Brass Works, Inc.

Nelson Mfg. Company, N. O.

Puro Sanitary Drink Fountain Co.

Bundell-Spence Mfg. Company

Taylor Company, Hasley W.

ELECTRICAL EQUIPMENT

American Wiremold Co.

ERASERS

Palmer Company, The

Rowles Company, E. W. A.

Weber Costello Co.

ERASER CLEANERS

Weber Costello Company

FENCES

American Fence Construction Company
Anchor Post Iron Works
Cyclone Fence Co.

Page Fence & Wire Prod. Assn.
Stewart Iron Works Company, The

FILING CABINETS

Library Bureau
Newton & Holt Company, The
Yawman & Erbe

FIRE ESCAPES

Dow Company, The
Potter Manufacturing Corp.
Standard Conveyor Company

FIRE EXIT LATCHES

Sargent & Company
Vondell Hardware Co.

FIRE PROOF DOORS

Dahlgren Metallic Door Co.

FIREPROOFING MATERIALS

Asbestos Buildings Company

FLAGS

Annin & Co.
Dettra & Co., Inc., John C.

FLAG POLES

Newark Steel Post Company
Arlington Seating Company

FLOOR COVERING

Bonded Floors Co., Inc.
Heywood-Wakefield Co.

FLOORING—COMPOSITION

Bonded Floors Co., Inc.
Duraflor Company
Marbleloid Company

FLUSH VALVES

Haas Company, Philip

FOLDING PARTITIONS

Wilson Corp., Jas. G.

FURNITURE

American Seating Co.
Angle Steel Stool Company

Buckeye Blower Company

Heywood-Wakefield Co.

Maple City Stamping Company

Narragansett Machine Company

Newton & Holt Company

Progressive Seating Company

Rowles Co., E. W. A.

Scientific Seating, Inc.

Standard School Equipment Co.

Union School Furnishing Company

Wards Sales Company

GAS MACHINES

Freeport Gas Machine Co., Inc.

Tirrell Gas Machine Lighting Co.

GAS STOVES

A. B. Stove Company

GLASS

Manufacturers Glass Company

GLOBES

Nystrom & Co., A. J.

Weber Costello Co.

GLUE

Higgins & Company, Charles M.

GYMNASIUM APPARATUS

Chicago Gymnasium Equipment Co.

Medart Mfg. Co., Fred

Narragansett Machine Company

GYMNASIUM BASKETS

Racing Iron & Wire Works

GYMNASIUM BASKETS

Healy-Ruff Company

HEATERS

Waterman-Waterbury Company

HEATING SYSTEMS

American Blower Company

American Foundry & Furnace Co.

Bailey Mfg. Company

Buckeye Blower Company

Crane Company

Duriron Company, C. A.

Healy-Ruff Company

Nelson Corp., The Herman

Pearless Unit Vent. Co., Inc.

Webster & Co., Warren

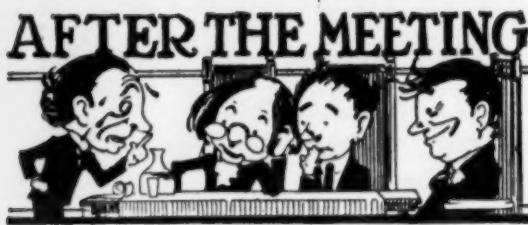
INK

Commercial Paste Company

F. N. Company, Inc., The

Higgins Company, Charles M.

Howes Co., E. W. A.

**He Got What He Wanted**

The author of a school book is sometimes as hard to please as a prima donna. While personal pride or a mere whim may actuate the latter to make unreasonable demands on her manager, the spirit of scientific accuracy on the part of educational authors gives publishers many a troublesome experience. An instance in point was related at the last meeting of the Department of Superintendence by Dr. Henry B. Dewey of Boston to whom it had been written by the editor of a large house.

This editor said:

"Professor Blank, who lives way out in the west, wanted an Alexander Hamilton for his new American History. We got the traditional Trumbull portrait representing Hamilton in middle age, had a block made, and submitted the proof to Professor Blank. He wrote back that Hamilton's fundamental characteristic was youthfulness; therefore, he wanted a young Hamilton. We asked him where we could get a good picture. He said there was one in a Yale monograph. We asked where we could get it, and who was the author and publisher. (Mind you, each of these questions and answers took a week or so to get back and forth.) He replied that it was a monograph by Culbertson, published by the Yale University Press. I went up to the Athenaeum, but it was not there; and I went to the Boston Public Library and it was not there. Finally, I went out to the Harvard Library where, not being a student in active service, I could not get the book, but was permitted to look at it. I made a note of the portrait, but it did not say where the original was. I therefore wrote to the Yale University Press, which referred the letter to Mr. Culbertson, now in Washington. He replied that the original was in the Yale Art Museum. Thanking him for his reply, I wrote to the Yale Art Museum to find out if I could secure a copy. They replied that they had no photographs, but that a photographer who used to live across the way now had migrated to Hartford for copies. I wrote to him and after about a month received a photograph from which a satisfactory block was made. The painting was by the same artist, Trumbull. The only advantage gained by this fussing was the fact that we got the author just exactly what he wanted."

A Piece of Impudence

A teacher in the foreign quarter had a pupil in her class so unruly that it became necessary to write to the child's father.

"My Dear Mr. Stankovitch," the letter began.

The next day a very stout and very irate woman appeared in the classroom flourishing a paper.

"I will teach you to call my husband 'my dear!'" she cried. "Why, he say he ain't never saw you in his life and I believe him, you piece of impudence!"—Harper's Magazine.

The New Literature

"I told my son that he was not giving enough attention to the classics," remarked the conscientious parent. "I reproached him for not knowing the difference between the 'Iliad' and the 'Odyssey.'"

"Was he properly apologetic?"

"Not at all. He merely said nobody could know everything, and asked me if I knew the difference between crystal receptivity and a neutrodyne."—Washington Star.

A Man of the World

In some of the schools there are penny savings banks for the children. One Friday afternoon a little depositor asked if he might draw out 3 cents. He was permitted to do so and went off. On Monday morning, seeing him return the money, the teacher remarked: "Why, Robert, you didn't spend your 3 cents after all."

"O, no," he replied airily, "but a fellow just likes to have a little money on hand over Saturday and Sunday."

"He Was—Till I Hit Him"

Billy came home from school bearing every evidence of having had the worst of a fight.

"Why, Billy!" exclaimed his mother. "How often have I told you to play only with good little boys? Good little boys don't fight."

"Well," said Billy, through his tears, "I thought he was a good little boy till I hit him."—Liberty.

PRO MAGISTRO

"A teacher!" you say? He must be a fool, To cramp his career, shut up in a school, To lose all the fun of playing the game, Day in and day out, the treadmill the same!

His soul must be puny; ambition, a blank; His backbone, a wishbone; or else he's a crank. No thoroughbred man would spend all his life With children's perversities always at strife!

"A teacher," I answer. "Yes, that is his work—The lamp of the miner, the spur of the shirk, The marshal to action 'gainst foes of our land, The moulder of heart, and the trainer of hand."

"The sponsor of childhood, the wrestler with greed,

The builder of statecraft, the author of creed, The yeast of ambition, the waker from sleep, The star-guided skipper of ship on the deep."

—A. E. Linscott.

Two Surprising Fellows

Your cab driver is likely to surprise you some day—that is, if he is at all like either of the two that Mr. J. B. Bishop describes in his biography of A. Barton Hepburn. We quote:

A Columbia professor had an engagement to lecture in Meionaon Hall in Boston. He took the one o'clock train, due at six, to meet his engagement. The train was late, and the professor was nervous lest he keep his audience waiting. When the train reached the station he rushed out and called a cab.

"I want you to drive me to Meionaon Hall as quickly as possible," he directed.

"All right, sir, step right in," replied the man.

"Are you sure you know where Meionaon Hall is?" inquired the professor anxiously.

"Know where it is?" exclaimed the driver. "Why, my dear sir, it is a most celebrated hall; distinguished men from all over the country come there to lecture. The name is from the Greek, signifying smaller, and it is situated within Tremont Temple."

"You get in and ride, and I will drive," replied the professor admiringly.

Another professor—a member of the faculty of Harvard—had an engagement in New York. When his train arrived he took a taxicab to his hotel. As he was reaching into his pocket for the fare he accidentally pulled out a pocket piece. Seeing his mistake, he said smilingly to the cabby:

"Ha, that would hardly do for a fare, but you may be interested to know that that coin is more than two thousand years old."

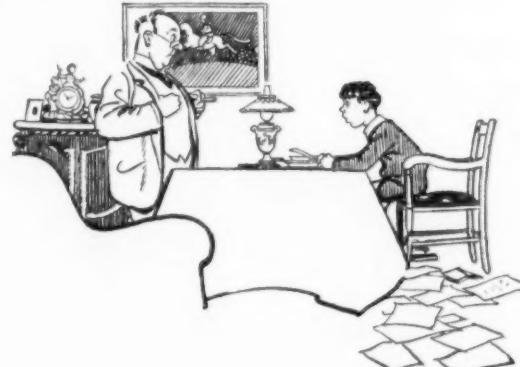
"Oh, come off," replied the fellow incredulously. "It's only 1919 now!"

Who Made More Money?

Miss Olive M. Jones, the past N. E. A. president tells the following story.

A superintendent who desired to be very local in his arithmetical problems gave a question: "Two pushcart dealers bought brooms at twenty-five cents a dozen. One sold them at two for a quarter, and one sold them for twenty-five cents apiece. Which dealer made more money and how much?" Not a boy in the class touched pencil or paper. Every hand went up instantly. A startled superintendent told them that they could not possibly have finished or have worked out that problem mentally. The hands persisted, and he called on a boy to explain. With every face and hand in the class expressing agreement, the boy replied:

"The pushcart man that sold them two for a quarter; the other fellow wouldn't sell any."



"Oh, I do hope I haven't got these sums all wrong, father."

"No, I hope you've got them all right."

"Oh, I do hope I haven't got them all right—they'll say you helped me."



Occupy New Plant. The Wilder-Pike Thermometer Co., manufacturers of the nationally famous Wilder "Accurate" Thermometers, have removed their Troy, N. Y., plant to a newly acquired factory, situated on Green Island across the Hudson River. The added space provided in the new factory makes it possible for the firm to give better service than in the past.

The move to the larger quarters took place as the firm completed the 64th year of its history. The first products of the firm were made in 1860 at Peterboro, N. H., and the business was continued there for 45 years. In 1905 the business was purchased from Mr. Charles Wilder by W. & L. E. Gurley, and moved to Troy, where it has continued to be operated since that time. In 1916 the business was sold to S. Morris Pike, and the name of the firm was changed to the Wilder-Pike Company. The ideal of the founder, to produce "the best thermometer that can be made," is the present manufacturing slogan of the business.

Adapting School Furniture to Pupils. The furniture recently supplied to the new New York Institute for the Education of the Blind in New York City has been especially treated to reduce the possible injury to blind students who might collide with table, chair, or other piece of furniture. All of the chairs and furniture, which were manufactured by the Haywood-Wakefield Company, have been especially finished and all corners and edges have been well rounded and sanded down. The furniture included opera chairs, library chairs, and miscellaneous cane and wood chairs, settees and office chairs.

TRADE PUBLICATIONS

Issue New Circular. The Circle A Products Corporation of Chicago, Ill., has recently issued a descriptive circular concerning its Circle A sectional ready-built schools for emergency use in congested districts. The school buildings are easily and quickly erected through the use of finished sections, interlocking joints and other features. They are comfortable, well ventilated and lighted and in good architectural taste.

Information concerning these ready-built schools may be obtained by writing the firm at 20 W. Jackson Blvd., Chicago.

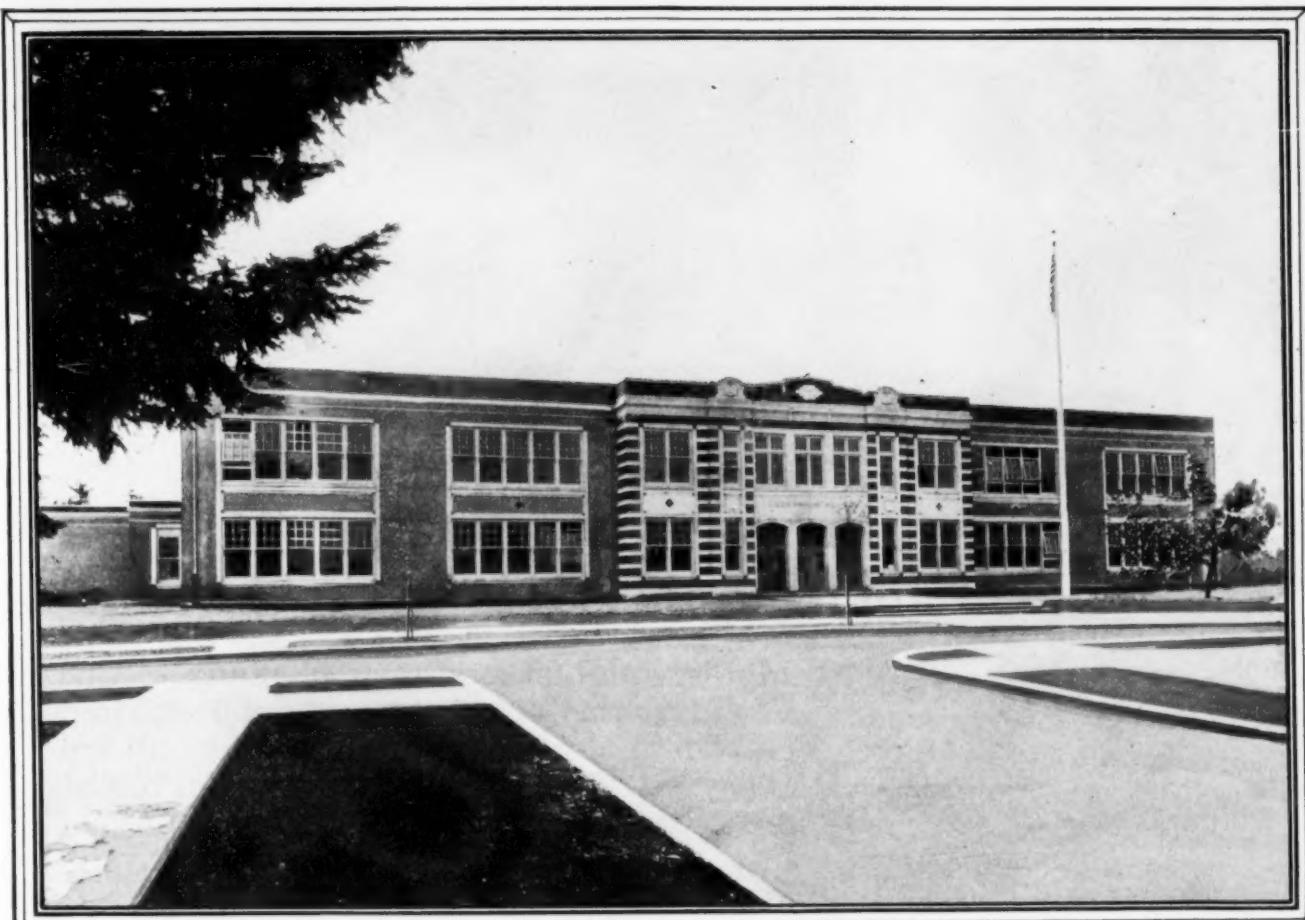
Safety in School Stairs and Floors. An interesting pamphlet illustrating and describing methods of stairs, ramps, and floors, safe for children and teachers, has been issued by the Norton Company of Worcester, Massachusetts, under the title of "Norton Floors." The booklet illustrates and describes typical installation of Alundum floor material, and floor and stair tiles. Complete information about the size of tiles, etc., is given for the use of architects and other authorities who are interested in the subject from the standpoint of safety.

Typical school uses which are illustrated are stairs, ramps, outside stairs, entrances, edges of swimming pools, diving boards, library-stack stairs, school shop floors, etc. Copies of the pamphlet will be sent to school authorities on request.

Metsuco Aids and Suggestions. The Metropolitan Supply Company of Cedar Rapids, Iowa, has just issued a very complete catalog of records, books, and forms for busy progressive educators, entitled Catalog No. 11 or "Metsuco Aids and Suggestions."

One of the leading features of the catalog is a detailed description of the new Conductive Accounting Text by S. H. Goodyear. Among the various articles which are listed and illustrated are record cards for grade and high schools, such as registration, attendance and scholarship, health, census, application blanks, excuse blanks, teachers' plan books, teachers' reports, modern form and records for boards of education as well as appropriate forms for city, county and consolidated school systems, dictionaries, outline maps, library accessories, miscellaneous tablets, letterheads and envelopes, etc. Several pages are devoted to attendance and spelling certificates, award pins, and diplomas. School authorities can receive a copy of this catalog upon request.

Issues Special Catalog. Albert Pick and Company, Chicago, have just issued a special early fall bulletin entitled Timely Specials in which are listed and illustrated various articles for use in school cafeterias, institutional kitchens, and dining rooms. The publication will be sent on request to any reader.



GREGORY HEIGHTS SCHOOL, PORTLAND, ORE. ARCHITECT, RICHARD MARTIN. CRANE HEATING MATERIALS INSTALLED BY W. S. FLEMING

IT PAYS TO INSTALL GOOD HEATING MATERIALS

Because it was carefully designed and skillfully installed, the heating system of the Portland, Oregon, school pictured above, never interferes with "100 per cent classroom efficiency."

Its designing included something more than plant layout, to be sure. It took into account the choice of suitable boilers and radiators, and of dependable piping materials. These are always important factors in planning a school

heating system. For even the best steam-fitters could not make a leak-proof installation if they had to put in inferior valves, fittings and other piping materials. A single irregular thread, for instance, could cause much trouble.

That is why it is sound economy of both school hours and maintenance expense, to use Crane dependable piping and fixtures in every part of a heating or plumbing system.

CRANE

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CRANE LIMITED: CRANE BUILDING, 386 BEAVER HALL SQUARE, MONTREAL

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Have you played your part in this movement to protect children?

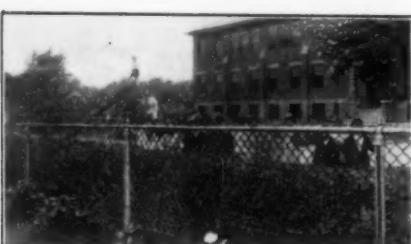
Mothers and fathers, men of many of our Chambers of Commerce, and public spirited citizens in almost every community—all are viewing with alarm traffic's frightful toll of death and injury.

Little lives—snuffed out during the golden days of childhood! Little maimed bodies—left in the wake of speeding cars! Must it be?

Throughout the land the answer echoes,—
“It must not be.”

Every day the general movement to protect children against traffic dangers gains momentum. *Have You Played Your Part?* What of your schoolyards and playgrounds? Are they Safety zones—or Danger spots?

Anchor Post School and Playground Fences are daily safeguarding thousands of children. Perhaps your schoolyards and playgrounds are without this effective protection. If so, why not get in touch with the nearest Anchor Post representative? He will gladly place the full measure of our service at your disposal.



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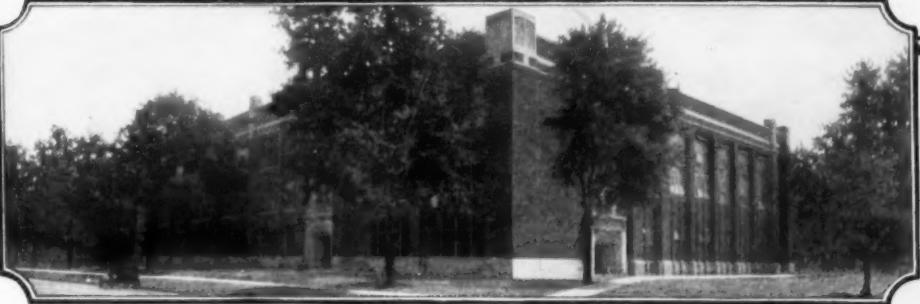
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Front and rear of the modern
Central Junior High School,
Saginaw, Michigan.
Architects—
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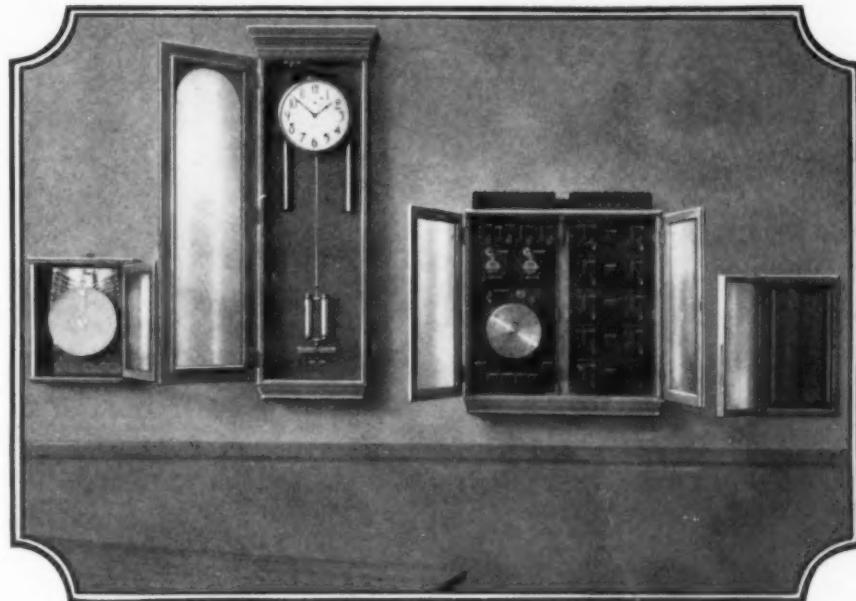


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